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ABSTRACT

Comparative data concerning institutions of higher education in the Pacific Islands are tabulated and summarized to aid in program planning, development, and implementation in that region. The jurisdictions covered are: American Samoa; Palau; the Northern Mariana Islands; Micronesia; Kosrae; Pohnpei; Truk; Yap; Guam; Hawaii; and the Marshall Islands. The following topics are covered in narrative and/or tabular form: (1) history and mission/philosophy (American Samoa Community College, College of Micronesia System, Guam Community College, Northern Mariana College, University of Guam, and the University of Hawaii System); (2) organizational charts for each system; (3) campus location and facilities description; (4) admissions requirements; (5) continuing education and community services; and (6) comparative data (full- and part-time student population, student population by ethnic group, certificate and degree programs, student services, faculty degrees, administrators and staff, annual salaries, and annual budgets). A document order form is appended. (KM)

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# PROFILE OF PACIFIC HIGHER EDUCATION

March 1989

Developed by
The Research and Development Cadre
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# INTRODUCTION

The Profile of Pacific Institutions of Higher Education (IHEs) is the product of two years of collaborative research by the higher education representatives to the Research and Development Cadre (R&D Cadre) of the Pacific Region Educational Program (PREP) housed at the Center for the Advancement of Pacific Education (CAPE). CAPE is a U.S. Department of Education-funded affiliate of the Northwest Regional Educational Laboratory. The Profile documents the history, mission, continuing education and community service activities of 16 IHEs in the region (two in Guam, one in Palau, one in Pohnpei, one in American Samoa, and 10 in Hawaii). Further, for these IHEs, important quantitative data concerning faculty, administration, staff, programs, and operations, are presented in table formats. One of the great challenges to these IHEs is that they serve a geographically broad, and culturally diverse and dynamic region (see Map).

**The Pacific Region Encompassed in the Profile**

The Pacific Region Educational Program is authorized to serve American-affiliated jurisdictions in the Pacific, specifically the State of Hawaii, the Territories of American Samoa and Guam, the Commonwealth of the Northern Mariana Islands, and the compact nations, the Federated States of Micronesia, the Republic of Palau and the Republic of the Marshall Islands. Since direct responsibility for schools lies at the state level in the Federated States of Micronesia (FSM), Kosrae, Pohnpei, Truk and Yap States are represented, as well as the FSM national government.

The region as a whole has a population of approximately 266,000. It encompasses both Micronesian and Polynesian peoples, as well as a variety of non-indigenous populations. For purposes of orientation, each of the jurisdictions is briefly characterized here.

American Samoa is located in the mid-South Pacific and totals 76 square miles. The seven volcanic islands are home to a population of 31,000 people. American Samoa is an unchartered territory of the United States, whereby its citizens are U.S. nationals and are able to freely enter the United States.

Republic of Palau is the westernmost jurisdiction in Micronesia. It consists of several hundred volcanic islands and a few coral atolls, across a territory of 12,000 square miles and with a population of 15,000 people. At this writing, Palau is still legally a part of the Trust Territory of the Pacific Islands (TTPI). It is in the process of negotiating its compact of free association with the United States. Under the proposed compact, Palau will be a semi-independent nation, controlling its own affairs, but provided with monetary aid and military protection by the U.S.

The Commonwealth of the Northern Mariana Islands (CNMI) is located north of Guam, about 1,000 miles south of Japan. The islands form a chain of 14 volcanic islands, stretching over 375 miles from north to south. The total population is approximately 15,000. The CNMI was formerly also a part of the Trust Territory, however, its people opted in the 1970s to form closer ties with the United States and became a commonwealth, permanently a part of the United States and U.S. citizens.

The Federated States of Micronesia (FSM) lies just east of Palau in the Caroline Islands. The FSM consists of four states, Kosrae, Pohnpei, Truk and Yap. Its total land mass is 280 square miles and its population number 75,000. The FSM jurisdictions were formerly part of the Trust Territory, but are now a semi-independent nation under a compact of free association with the United States, and, like Palau, it receives financial and military benefits in return for exclusive free passage of U.S. military vessels. The FSM compact will be due for renewal in the year 2001.

Kosrae State, consisting of the island of Kosrae, and lying at the eastern end of the FSM, was formerly part of the Pohnpei District of the TTPI and is the smallest FSM state in population.

Pohnpei State, made up of the central islands of Pohnpei plus outer islands including Pingelap, Nukuoro, and Kapingamarangi, is the national capital of the FSM.

Truk State, is the site of the most incredible sunken shipwreck in the world. The state is made up of the islands in the Truk lagoon and outer islands including the Mortlocks.

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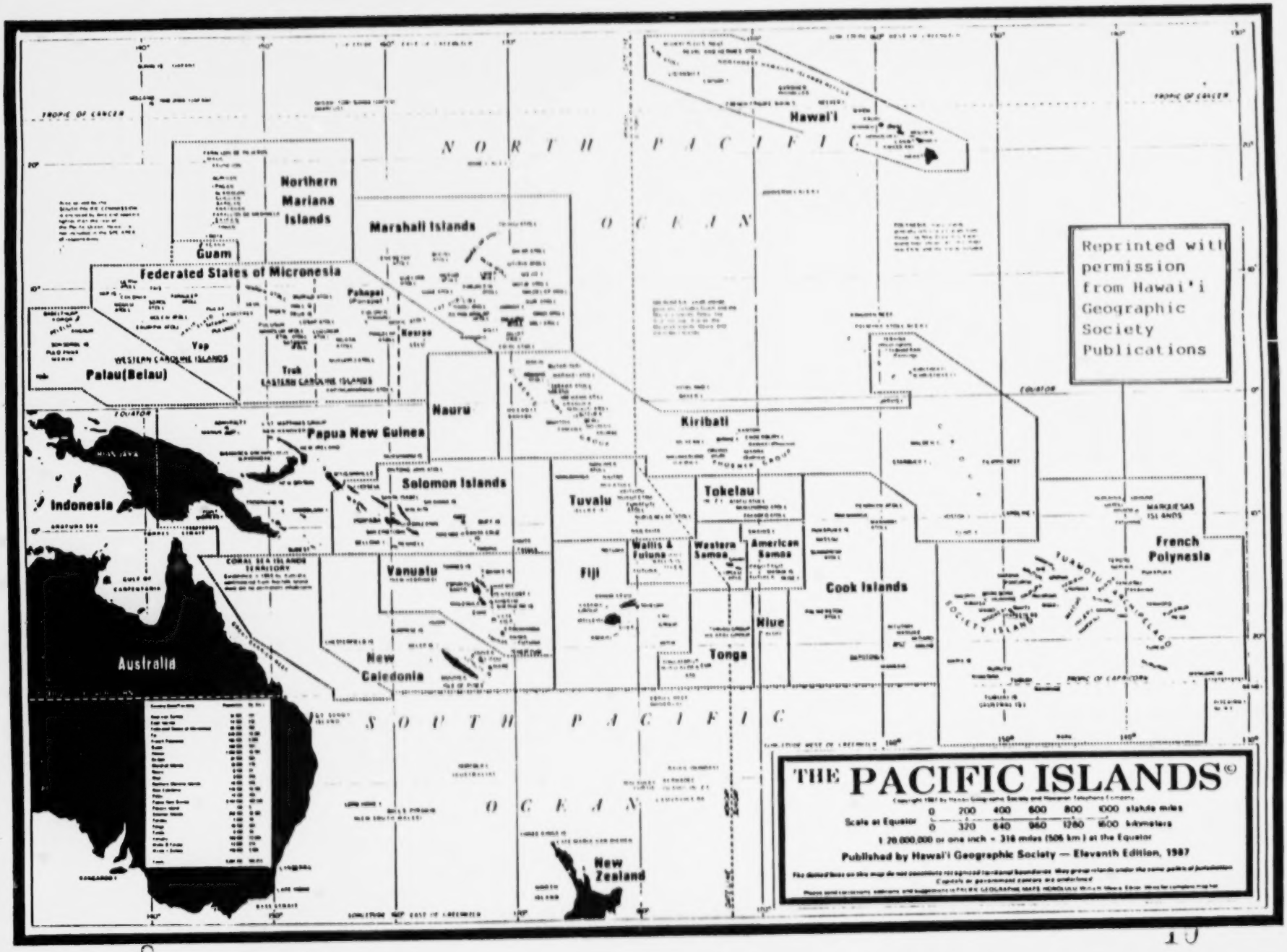

Yap State lies at the western extreme of the FSM and encompasses a number of outer islands, as well as Yap island. It is the only entity with secondary education provided in the outer islands.

Guam is the southernmost and largest of the Mariana Islands, the largest Micronesian island, with a land mass of 209 square miles. It has a population of over 10,000 people. In addition, Guam is a leading U.S. military outpost in the western Pacific, adding 20,000 to its residents. It is an unincorporated territory of the United States. Its people hold U.S. citizenship and, as such, are free to immigrate to the U.S. They cannot, however, vote in U.S. elections unless they are resident in one of the states.

Hawaii, the Pacific Island U.S. state, is both the largest and most populous jurisdiction in the PREP region. The volcanic Hawaiian Islands lie in the northeast of the Pacific and are the center of much trade, commerce and industry for the Pacific as a whole. Hawaii's population is highly diverse and indigenous Pacific Islanders constitute only a minority of its residents. Hawaii's capital city, Honolulu, is the only major urban center in the region, but many Hawaiians also reside in rural and remote areas.

Republic of the Marshall Islands consists of two chains of coral atolls stretching several hundred miles from north to south. It is located in the northwest section of Micronesia, east of the FSM. Total land mass in the Marshalls is just 66 square miles and its population numbers 30,000. The Marshalls were also a part of the TTPI, but have now negotiated a compact of free association with the United States, under which the citizens direct their own affairs, while the U.S. provides financial and military assistance, in exchange for a lease on some Marshallese land for military purposes.

**The Pacific Region Educational Program (PREP)**

The Pacific Region Educational Program is a service agency for schools in the region described above. PREP provides training, technical assistance, and research and development services, and is dedicated to building capability in local education professionals while providing resources for school improvement.

In addition to direct service activities, PREP is charged with laying the groundwork for the establishment of an independent regional

educational laboratory in the Pacific in the 1990s. Affiliated with the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon, PREP operates out of NWREL's Center for the Advancement of Pacific Education in Honolulu, Hawaii.

PREP's activities are directed by a Program Policy Board made up of the directors of education of the jurisdictions in the region, representatives of Pacific higher education, and a representative of the Kamehameha Schools/Bishop Estate, which serves ethnic Hawaiian children. Funding for PREP is provided through contract with the U.S. Department of Education's Office of Educational Research and Improvement.

**The PREP Research and Development Cadre**

The PREP Program Policy Board recognizes that there is a critical need for basic research and development for and in Pacific schools. The establishment of a regional educational laboratory requires that an agenda for regional R&D be identified and activities be proposed for the laboratory. In order to assure local capacity in the Pacific to carry out the school-based, applied R&D for school improvement, a cadre of professionals from the region's schools and colleges was assembled to:

- o Identify R&D needs for Pacific schools
- o Conduct applied R&D in Pacific schools
- o Recommend to the PREP Policy Board an R&D agenda for emerging Pacific Region Educational Laboratory

The R&D Cadre is open to membership by two professionals from each department of education in the region and one member from each institution of higher education. Nominated by respective directors and presidents, Cadre members have already undertaken major R&D efforts. This profile is the first major published product of the IHE representatives in the Cadre.

**Purpose of the Profile**

The purpose of the Profile of Pacific IHEs is to establish a baseline of comparative data useful for program planning, development and implementation, and for stimulating improved dialogue between IHE administrators, faculty, and staff throughout the Pacific region. In addition, the Profile of Pacific IHEs should be viewed within the total context of PREP's research and development activities.

This Profile complements the recently completed second edition of Profile of Pacific Schools (grades K-12), compiled by the elementary and secondary representatives to the PREP R&D Cadre. With these two new Cadre products the interested reader gets a comprehensive description of the current situation, and the recent achievements in Pacific education. A third recently completed Cadre product, A Compendium of Promising Practices, identifies specific teaching strategies and practices in Pacific schools. In addition to these Cadre products, PREP continues to develop its computer-based electronic bibliographic database, as well as its document and video library.

Audiences for this Profile should include Pacific region board members, lawmakers, directors of education, and others who may influence decisions about schooling. Teachers, specialists, and other education professionals may find a wealth of facts suited to informing the directions of their work in improving current higher education programs. Service providers to the region should also benefit from information presented here. When it finds its way into libraries and professional reference collections, it should be of value to planners, proposal writers, students scholars, and governmental agencies. We hope that it will find use among education professionals who are outside, as well as inside the region.

Again, this Profile provides an initial baseline of information. We hope that it will be expanded, revised, and updated, and we welcome constructive comments toward that end.

**The Data Collection Process**

For the last two years, the IHE representatives have worked together to gather the data presented herein. In April and November, 1987, discussion focused on a survey instrument that could effectively derive data from the extremely diverse regional IHEs. It was generally agreed that institution catalogs would provide useful and relevant information on history, programs, continuing education, and community services. The IHE survey was designed to elicit quantitative data about faculty, administration, staff and operations.

The survey instrument was completed at the November, 1987, meeting, and mailed to all the regional IHEs. Also at this meeting, a division of labor was established among those who were present. First, each IHE representative was to complete the IHE survey for his or her own institution. Beyond that, specific duties were cooperatively assigned as follows:

- Ayano Baules, Special Projects Officer, Micronesian Occupational College, would focus on regional program offerings.

- Timothy Jerry, Dean of Instruction, Community College of Micronesia, would write-up the Continuing Education and Services section.

- Manuel F. Borja, Associate Professor, Northern Marianas College, would write-up brief histories for each of the IHEs.

- Robert Franco, Instructor, Kapiolani Community College, would coordinate data gathering from the IHE surveys.

In August, 1988, the IHE representatives met with Cadre members in Saipan, and prepared a preliminary presentation for the 5th Annual Pacific Education Conference in Guam. In September, 1988, Ayano Baules came to Honolulu to begin her position as Professional-on-Loan to PREP. Here she took on the additional job of directing and coordinating the final production of the Profile of Pacific IHEs.

At the December, 1988, Cadre meeting the IHE representatives welcomed the participation and contributions of Dr. Failautusi Avegalio, Director of Institutional Research, American Samoa Community College, and Dr. Robert Underwood, Dean of the College of Education, University of Guam. Their contributions focused on the importance of regional educational development, and improved facilities for the enhancement of Pacific postsecondary education.

**Acknowledgements**

First we would like to thank all the institutional officials who coordinated the timely completion of the extensive IHE survey. These include:

- Drs. Underwood and Avegalio
- John T. Cruz, Acting President, Guam Community College
- Michael Rota, Director for Academic Affairs, University of Hawaii Community College System

Next, we would like to express our appreciation to the Head Administrators of our specific institutions for their support and encouragement of our work. These include:

- Francis M. Matsutaro, President, Micronesian Occupational College
- Paul Gallen, President, Community College of Micronesia
- Agnes McPhetres, President, Northern Marianas College
- John Morton, Provost, Kapiolani Community College

We would like to particularly acknowledge the support and guidance of the CAPE staff, Dr. John Kofel, Director, Dr. Nancy Faires Conklin, R&D Cadre Coordinator, Dr. Kathleen Busick, CAPE Program Development Specialist, and Ms. Carleen Kawamoto, CAPE Management Assistant.

We also acknowledge the contributions of administrators, teachers, and colleagues, in our institutions for their support in this effort. Finally, we would like to express our sincere appreciation to the Kamehameha Schools/Bishop Estate for being extremely hospitable and generous in offering their facilities to accommodate R&D Cadre seminars.

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## Research and Development Cadre, December 1988

**Back Row**: Timothy Jerry (CCM), Hiram Malolo (Marshalls), Casiano Shoniber (Pohnpei), Manupo Turituri (American Samoa), Burnis Danis (FSM), Rodrigo Mauricio (Pohnpei), Rioichy Johnny (Truk), Rita Inos (PREP Staff), Weldis Welley (FSM), Skras Ucherrengos (Palau), Thomas Tebuteb (CNMI). **Middle Row:** Diophil Joseph (Truk), Ayano Baules (MOC/PREP Staff), Bernadette Cruz (Guam), Hermana Ramarui (Palau), Robert Franco (Hawaii CCs), Gilnifrad Lukubyad (Yap), Hanson Sigrah (Kosrae). **Front Row:** Nancy Conklin (PREP Staff), Callistus Legdesog (Yap), Kalwin Kephas (Kosrae), Manuel Guerrero (Guam), Manuel Borja (NMC). **Missing:** Failautusi Avegalio (ASCC), Stanley Heine (Marshalls), Roberta Mayor (Hawaii), Donald Shuster (U of Guam), Meki Solomona (American Samoa), Judi Wonpat–Borja (Guam)

# PART I

# HISTORY AND MISSION/PHILOSOPHY

## A. American Samoa Community College

### History

In July, 1970, American Samoa Community College (ASCC) was established under the Department of Education. The first classes were offered in 1971 at the old Lands and Survey Building in Pagotogo (now the site of Lumana'i Building) with an enrollment of 131. The following year the College was moved to the old Fia Iloa High School Building in Utulei. The move to the present location (the present Mapusaga High School campus) occurred in September, 1974. In 1976 the College received accreditation from the Western Association of Schools and Colleges.

### Mission

The American Samoa Community College is an accredited, open-door, co-educational postsecondary institution that provides two-year transfer programs in general education, in addition to vocational training and programs for Adult Basic Education and Continuing Education.

The College assumes a responsibility focused on the individual as a member of the community and the society as a whole. Consequently, its primary mission is to offer, within the limits of its physical, human and financial resources, the highest level of quality possible in the programs and services with faculty and staff available to serve its students.

The College further recognizes its uniqueness as an institution representing one of the very few Polynesian cultures that have retained their traditional linguistic and cultural integrity while yet adapting to the changes necessary for cooperative existence in the modern world. Because it subscribes to the democratic ideal that a free society functions best with an informed

participating citizenry, the College is committed to the preservation and reviving of those Samoan values, arts, and institutions which will further that ideal even as they contribute to the culturally rich personal growth of each student.1

## B. COLLEGE OF MICRONESIA SYSTEM

### 1. Community College of Micronesia

History

In 1977 CCM became the constituent of the College of Micronesia system that includes the CCM School of Nursing in Majuro and the Micronesian Occupational College in Palau. However, CCM's origin can be traced back to February 1963 when Micronesian Teacher Education Center on Pohnpei opened its first class as an in-service teacher education institution.

In 1970, MTEC became the Community College of Micronesia by directive from the High Commissioner, Trust Territory of the Pacific Islands. CCM was primarily a two-year pre-service elementary teacher education institution until 1973. An associate degree program in secondary vocational teacher education, in conjunction with the Ponape Agriculture and Trade School, was also added the same year, (but was discontinued in 1978).

In 1973 a CCM planning commission conducted a need assessment study throughout the Territory and recommended that programs in business management and liberal arts be included to allow more opportunity for students to pursue their education at a four-year institution abroad. In response to these recommendations, CCM implemented two-year degree programs in business

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1 American Samoa Community College Catalog, p. 13.

management and liberal arts. An A.S. degree program in in-service elementary teacher education was implemented and extended to the districts.

During the 1974-75 academic year, the TTPI School of Nursing on Saipan became an integral part of CCM. Arrangements were made for beginning nursing students to take their first year of the nursing curriculum at the Pohnpei campus before completing the second year at CCM School of Nursing on Saipan. The nursing school campus was relocated to Majuro in the Marshall Islands, prior to the 1986-87 school year.

When the fall semester in August 1983 commenced, a third-year certificate program in elementary education and special education was added to the college curriculum. With the support of the College of Micronesia Land Grant program, an A.S. degree program in general Agriculture was implemented during the same year.

In response to the increasing demands for developing and conserving local marine resources, a degree program in marine science was added to the curriculum during fall of 1986. When the 1987 fall semester commenced, a Fulbright scholar was on board to implement the Mass Communication A.S. degree program.

During the 1988-89 school year an Accounting Associate of Science degree program was added to the curriculum to respond to the popular demands from the local community.

The year 1978 is significant in the history of the College. In addition to joining the College of Micronesia under a Board of Regents, CCM became a fully accredited member of the Western Association of Schools and Colleges. This status allows course credits from CCM to be transferred to other institutions abroad.

The history of the CCM in the past two decades has been one of rapid change. The College has progressed from an institution with a single program to a College with eight separate program offerings. As the College moves further into the 1980s, it remains ready and committed to adjust to the changing needs of a most rapidly changing Micronesia.2

Philosophy

The philosophy on which CCM functions is the principle that students should have an opportunity for postsecondary education without leaving their islands. Also, inherent in the philosophy of the College is the idea that Micronesians should be offered courses and programs particularly suited to their unique island needs.3

**2. Micronesian Occupational College**

History

The Micronesian Occupational College (MOC) was founded in 1969 as a two-year postsecondary vocational/technical institution. It began with a small group of students enrolled in one vocational program on a campus with limited physical facilities. It was known at that time as the Micronesian Occupational Center.

The expansion of vocational education resulted from such factors as a growing political awareness, articulation among the states/republics of Micronesia, and a greater commitment to education and economic development by the United States of America. Funding permitted the addition of facilities and staff so that in 1976, training programs were provided in more than twenty specific vocational areas grouped into ten trade clusters. The goal of a postsecondary institution for vocational education to

2Community College of Micronesia General Catalog, 1986-1988, pp. 12-13.
3Ibid.

prepare students with necessary skills and knowledge needed in a developing and expanding economy has not changed through these years.

In 1977 MOC was granted full accreditation by the Western Association of Schools and Colleges. Accredited status was reaffirmed in 1982 and early 1988.

Until 1977, the Micronesian Occupational Center and the Community College of Micronesia were two autonomous postsecondary institutions serving the Trust Territory of the Pacific Islands. On March 29, 1977, the Trust Territory Public Law No. 7-29 which was amended later by Public Law 7-130 created the College of Micronesia as a public corporation under its own Board of Regents. The law, which took effect October 1, 1977, joined into a single postsecondary educational system the Micronesian Occupational Center and the Community College of Micronesia (which includes the CCM-affiliated School of Nursing). In May, 1978, the Department of Education relinquished the administrative responsibility of the postsecondary institutions; and the Micronesian Occupational Center officially became the Micronesian Occupational College, a distinctive and complementary part of the College of Micronesia.4

Mission

Micronesian Occupational College is an open-door, postsecondary institution that provides two-year technical/occupational training programs designed to meet critical manpower needs in Micronesia. Its mission, as a residential, co-educational college situated in Palau, is to prepare young adults for work in their chosen fields by providing them with job-entry skills. The college offers programs of career-oriented training and basic skills instruction in communications, mathematics, liberal arts and sciences to assure the student's overall development.

4Micronesian Occupational College General Catalog, 1987-1990, p. 1.

The college exists to serve all of Micronesia with its program offerings including pre-service and in-service training, on-campus programs, and programs extended throughout the region. It seeks to make wise and efficient use of its limited physical, human and financial resources to attain the highest level of quality possible in the programs, services, faculty, and staff available to serve its students.

The students, coming from various ethnic areas of Micronesia, provide an atmosphere rich in cultural diversity and uniqueness which contributes to the personal growth and social maturity of each student. Micronesian Occupational College believes in the worth of individual students and strives to develop them to be responsible, contributing members of their communities.5

## C. Guam Community College

### History

Guam Community College is a public tax-supported educational institution which operates autonomously within the executive branch of the Government of Guam. The College is governed by a seven-member board of trustees appointed by the Governor and confirmed by the Legislature. The College was created in 1977 by Public Law 14-77 in order to place all vocational education and training activities under one agency. Primary purposes of the College are to help individuals increase skills for career advancement, and to assist employers and agencies through manpower development in the community. The college offers over 40 courses of study which are job related, including preparation for a wide range of occupations requiring less than a bachelor's degree. The College also offers courses of study to prepare students for transfer to four-year colleges and universities with advanced standing in professional and technical degree programs. A variety of community service and

5Ibid.

special programs, including but not limited to English-as-a-Second Language, Adult Basic Education, General Education Development preparation and testing, and an Adult High School Diploma program, are offered at the College.6

Philosophy

Guam Community College believes in the principle that each and every individual should have the opportunity to develop his or her greatest potential. The College is committed to:

1. A comprehensive offering of vocational-technical programs
2. Open-Door admissions and equal educational opportunity for all student regardless of their sex, race, religion, past academic record, age, national origin, handicap, or financial resources
3. Quality teaching
4. Affirmative action for non-traditional students
5. Responsiveness to the educational and cultural needs1 of the community7

**D. Northern Marianas College**

History

The Northern Marianas College (NMC) is located on Saipan, the capital island of the Commonwealth of the Northern Mariana Islands (CNMI). It is located approximately 5,625 miles from the U.S. mainland.

The college was initially established in 1976 by proclamation of the Resident Commissioner, Erwin Canham to coordinate teacher training programs.

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6Guam Community College Catalog, 1987-1989, pp. 1-2.

7Ibid, p. 1.

In May 1981 the Governor, Carlos S. Camacho, issued an Executive Order (#25) establishing the College as a legal entity, which greatly expanded its role within the Commonwealth, but remained primarily a Community College for teacher education under the DOE. During this period it started to coordinate other training for government employees. In January, 1983, the CNMI Legislature passed Public Law 3-43, giving it a statutory base and designating the College as a public non-profit corporation and as the State Agency for Higher Education. Also in January of 1983, the College was accepted for candidacy by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Other programs were added to the offerings. Initially, credits were not given NMC. The College coordinated and entered into contracts with other accredited institutions to offer their courses through NMC. During the Fall of 1983 NMC started offering its own programs.

The passage of Public Law 4-34 in March of 1985 made the College an independent agency of the government; this act granted the college autonomy in both fiscal and personnel matters. In June of that same year, the College received full accreditation status from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.8

Mission

It is the mission of the Northern Marianas College to provide to the people of the Northern Marianas Commonwealth the best possible quality of postsecondary and continuing/adult education programs in both academic and occupational areas. It is the philosophy of the Northern Marianas College that education, both academic and vocational, is the key to economic, social, cultural, and political development for the people of the Commonwealth. The College is committed to the growth of individuals as citizens of their island community, the

8Northern Marianas College Catalog, 1987-1990, p. 8.

Commonwealth, and the world, and as active and competent participants in the development of Pacific island civilization and culture.9

## E. University of Guam

### History

The University of Guam is the major institution of higher education in the Western Pacific. It is a land-grant institution accredited by the Western Association of Schools and Colleges.

The University's history dates back to June 1952, when the island government established the Territorial College of Guam as a two-year teacher-training school under the Department of Education. The College, located on a high school campus in Mongmong, had an initial enrollment of approximately 200 students, most of them experienced teachers, and a staff of 13.

In 1960, the College moved to the present campus in the central district of Mangilao where a two-story classroom building and a library had been erected. The College had, by that time, expanded its academic programs and enlarged its staff and faculty in order to keep pace with student needs and the steady increase in enrollment.

The decade of the Sixties was marked by significant developments. In 1963, administrative control of the College was transferred from the Department of Education to a five-member governing Board of Regents. In that year also, and again in 1965, the College was accredited as a four-year, degree-granting institution. A plan for the establishment of three undergraduate schools was implemented in the fall of 1967. The following year, on August 12, 1968 - four months after its accreditation was extended to the maximum five-year period - the College was renamed the "University of Guam" by an Act of the Legislature.

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9Ibid, p. 9

Enrollment in the fall of 1968 reached 1,800. Staff and faculty totaled more than 130. Additions to the physical plant at that time included a new library, the Fine Arts Building, and the Science Building. A Student Center, three dormitories, and the Health Science Building were well under construction by the end of the decade. These were completed in the summer of 1970.

The University reached another milestone on June 22, 1972 when it was designated a land-grant institution by an Act of the U.S. Congress. In March 1974, the Board of Regents created the College of Agriculture and Life Sciences.

Administrative autonomy was granted to the University with the enactment on October 4, 1976, of Public Law 13-194, "The Higher Education Act of 1976," which became effective on November 3, 1976. The Act, with subsequent amendments, established the University as a non-membership, non-profit corporation under the control and operation of a nine-member Board of Regents appointed by the Governor with the advice and consent of the Legislature. P.L. 17-55, enacted on June 11, 1984, provided further autonomy to the University and established staggered terms for members of the Board of Regents.10

Mission

The mission of the University of Guam, a public Land Grant institution, is to provide higher education programs for the people of Guam and the Western Pacific island communities, including undergraduate programs that build upon the Western Pacific's unique and varied cultural traditions and offer career opportunities together with a fundamental liberal arts education; research and graduate programs that are responsive to the specific needs of Guam and other Western Pacific island communities and contribute to their economic growth and

10University of Guam Undergraduate Catalog, 1988-1989, pp. 9-10.

stability; and community service programs that promote intercultural interaction, societal development, and personal improvement.11

## F. UNIVERSITY OF HAWAII SYSTEM

### 1. Community Colleges

#### a. Honolulu Community College

History

The origins of Honolulu Community College date to 1920 when it was established as the Territorial Trade School. In 1955, it was renamed the Honolulu Technical School, and in 1965, it became part of the University of Hawaii as a result of the Community College Act of 1964, legislation which provided for a system of comprehensive community colleges. In 1966, the Board of Regents approved the name Honolulu Community College and authorized it to grant Associate in Arts and Associate in Science degrees. At present, the College is one of seven in the State and one of four on the island of Oahu.

Between 1966 and 1976 Honolulu Community College experienced very rapid growth, and has evolved into a fully comprehensive Community College. The College offers liberal arts instruction leading to the two-year Associate in Arts degree with transfer of credits to junior class standing at four-year institutions of the State. Honolulu Community College currently offers the two-year Associate in Science degree and shorter certificate programs in more than thirty vocational-technical areas, integrated with a strong general education "core" to provide an educated citizenry for the workforce of the State of Hawaii.

11University of Guam Graduate Bulletin, 1988-1989, p. 12.

The main campus of Honolulu Community College, a short distance from the heart of downtown Honolulu, occupies over twenty acres on Dillingham Boulevard in the Kalihi-Palama area. The College also maintains an Airport Campus near Honolulu International Airport (for the Aviation Maintenance program), a neighborhood outreach center called The Education Center, and a new automotive shop on Kokea Street.12

Mission

- To broaden access to higher education in the State of Hawaii by providing open door opportunities for students to enter quality educational programs in local communities.
- To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained workforce needed by the State.
- To prepare students to advance toward upper division liberal arts and professional degree programs.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the college has a special competence, and by providing an opportunity for community members to develop their creativity and appreciate the creative endeavors of others.

12Honolulu Community College Catalog, 1987-88, p. 8

- To provide educational and support services, including comprehensive assessments of all students, pre-vocational assessment and training, career development counseling, and job placement referral.13

**b. Kapiolani Community College**

History

Kapiolani Community College began in 1946 as Kapiolani Technical School, established and administered by the Territorial Department of Public Instruction. It provided training and instruction in Hotel and Restaurant Operations (1946), Practical Nursing (1947), Business Education (1956) and Dental Assisting (1959).

In 1965, as a result of legislative action, Kapiolani Technical School was incorporated into a new community college system under the University of Hawaii. Renamed Kapiolani Community College, it expanded its mission to include Liberal Arts and Community Service components. Program development also involved the expansion of its Business, Health and Food Service programs and addition of a new program, Legal Assistant, in 1975.

Today, Kapiolani Community College is a comprehensive, open-door, community-based college where students can earn an Associate in Arts degree, an Associate in Science degree, or a Certificate in 21 career fields.

Philosophy

Kapiolani Community College's philosophy is to assist each individual in the lifelong process of personal growth through education. To fulfill this goal, the College continually seeks to offer innovative programs based on a variety of teaching methods to encourage students to kulia i ka nu'u - strive for the highest.

The College also responds to the needs of the community, identifying current interests or trends and providing programs that enrich public education. The College maintains close ties with business, government, and social institutions and utilizes the community resources and representatives in curriculum planning and development.

To appreciate the need for community exchange and expertise, the College has invited a number of community leaders in business, industry, and the professions to advise its staff in keeping curricula and requirements current. Consultations with these leaders relate to course content, selection of training equipment, employment needs, and evaluation and effectiveness of different programs.

Advisory committees are formed as new needs and programs are identified.14

**c. Kauai Community College**

History

Kauai Community College had its beginnings in 1928 on the campus of Kalaheo School. Known at the time as Kalaheo Vocational School, the institution functioned under the territorial Department of Public

13Ibid, p.9.

14Kapiolani Community College General Catalog, 1987-88, p. 9.

Instruction. In 1943, Kalaheo Vocational School was designated an independent area trade school, Kauai Vocational School. This change enabled the school to offer related subjects to enrich its technical programs. It operated temporarily in make-shift buildings at Kalaheo and Hanapepe. By 1952, the existing campus had become inadequate and a new campus called the Kauai Technical School was established in Lihue.

Act 39, (Hawaii Community Colleges Act, Session Laws of Hawaii, 1964), transferred the administration of Kauai Technical School from the Department of Education to the University of Hawaii. The Act mandated that the school, like the other technical schools on Maui and Oahu, be converted to a community college. As a result, on July 1, 1965, Kauai Technical School became Kauai Community College. The newly designated Community College continued to operate an 8-acre campus site adjacent to Kauai High School.

Since then, the College developed a liberal arts program leading to the associate in arts degree, implemented a program for early admission for high school students with the concurrence of the high school of attendance, initiated an apprenticeship program for students in selected occupations, and inaugurated special language courses for students not fluent in the English language. The College has also broadened its vocational offerings to grant associate in science degrees in many additional occupational areas.

In January 1972, by action of the Board of Regents, the College acquired a new 200-acre site in Puhi, Kauai. On August 26, 1976, official blessing ceremonies and an open house for trade-technical facilities at the new Puhi campus were held with the relocation of the welding, carpentry, drafting, auto mechanics, auto body repair and painting, and machine shop programs. The new campus was officially dedicated on January 14, 1977, with the relocation of the rest of the programs and services from the Lihue site. All college programs are now conducted at this site.

Philosophy

The administration, faculty, and staff of Kauai Community College are committed to the development of a community college which "will provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other educational programs and services as are appropriate to such institutions." (Act 39, Hawaii Community College Act, Session Laws of Hawaii, 1964.)

The College is also committed to help those in the community who are handicapped physically, economically, and educationally. The College attempts to meet this need by offering credit and non-credit courses, and evening and summer session programs.

To compensate for its geographical location, the College encourages cooperative and intercultural programs with other institutions, agencies, or organizations on Kauai and in other parts of the State.15

15Kauai Community College General Catalog, 1988-1989, p. 6.

**d. Leeward Community College**

History

Leeward Community College was established in the Fall of 1968 under the leadership of Leonard T. Tuthill, first Provost of the College.

Over 1,640 students, twice the projected number, enrolled for the first classes, most of which were offered in a facility which had previously housed the Pearl City Kai Elementary School.

Since its beginning in very inauspicious temporary facilities, the College has grown to be the largest community college in the State in terms of enrollment in credit classes. Over 6,000 students are regularly enrolled each semester in liberal arts and vocational education programs offered on campus and at off-campus installations in the community.

Philosophy

The College's philosophy is best described by its motto . . . "to help people learn."

As a reflection of this philosophy and its mission of making higher education accessible to more people, a wide range of programs and services are offered. This variety of activities is intended to meet the varied interests and needs of community members and to individualize assistance and education to the maximum degree possible. By this means we hope to promote the successful achievement of educational goals by our students.16

16Leeward Community College General Catalog, 1986-1988, p. 6.

**e. Maui Community College**

History

Maui Community College, between Wailuku and Kahului on the Island of Maui, occupies an open, spacious campus between the ocean and the West Maui Mountains. The College is an outgrowth of the Maui Vocational School established in 1931. In 1958 the Department of Public Instruction authorized the name change to Maui Technical School denoting an upgrade of vocational education to a technical level. In 1964 the Hawaii state legislature enacted the Community College Act (S.L.H. 1964, Act 39), which established a statewide community college system under the University of Hawaii. The Maui Technical School was incorporated into this system on July 1, 1965,, and transferred from the jurisdiction of the Department of Education to the University of Hawaii.

On April 14, 1966, the Board of Regents of the University of Hawaii authorized the College to confer the Associate in Arts and the Associate in Science degrees and approved the name change to Maui Community College, effective July 1, 1966. Beginning in September, 1967, the first lower division transfer courses were offered.

Maui Community College is currently one of seven community colleges in the University of Hawaii system and the only community college serving the islands of Maui, Molokai and Lanai.

Stylized "Hawaiian hut" classrooms and offices are complimented by the modern library learning resource center, science building, and the foreign language complex. Locker-shower rooms, playing fields, and volleyball, basketball, and tennis courts were completed in 1971. A Student Center housing cafeteria, bookstore, lounge, and student government

was completed in 1972. A recently opened, apartment style housing complex is available for Maui County students who are not within commuting distance to campus.

The Maui Community College campus encompasses 78 acres at the Kahului site. Classes are also taught in Lahaina and Hana, and on Molokai and Lanai. The student population is approximately 2,000 students.17

Mission

It is the mission of Maui Community College to provide for its community, the entire County of Maui, with the best possible quality of postsecondary education. It is the philosophy of Maui Community College that education is the key to promotion and preservation of the democratic ideals of the American republic. The College is committed to the growth of individuals as citizens of their community, nation, and world, and as enthusiastic and competent participants in their civilization and culture. It is a basic assumption of this philosophy that all citizens should have vocational and general education available to them to whatever level they desire and are able to attain. A second basic assumption is that the College should be responsive to the particular educational and cultural needs of its own community - the entire County of Maui.18

**f. Windward Community College**

History

Windward Community College is one of the seven public community colleges in Hawaii governed by the Board of Regents of the University of Hawaii.

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17Maui Community College General Catalog, 1987-1988, p.3

18Ibid, p. 2.

The College is situated in Kaneohe on the island of Oahu. It opened in the fall of 1972, with an enrollment of 525 students and had a fall 1985 enrollment of 1,540 students. The College offers both liberal arts and vocational educational programs.

An extensive program of non-credit courses is also offered; public affairs forums and cultural presentations are planned throughout the year. Courses are offered during the day and evenings, both on and off campus.

Purposes

Windward Community College seeks to be a comprehensive community college. Its purpose is to serve the postsecondary educational needs of individuals residing in the communities served by the College. The College fulfills this purpose by the following offerings:

- A wide variety of liberal arts and sciences courses for individuals seeking to meet the first two year requirements of a baccalaureate degree program or to further their knowledge of themselves and their social and physical environments
- Vocational courses in selected areas for individuals seeking to acquire pre-service, entry level skills, or those seeking to upgrade existing skills
- A selection of developmental and remedial courses for persons needing to review the basic learning skills: reading, writing, speaking, listening, and arithmetic
- Public service programs of non-credit courses, forums, and cultural activities for those individuals seeking to develop leisure time skills.

further their understanding of topics of current interest, or increase their awareness of the many ethnic heritages in the islands19

g. **West Oahu College**

See University of Hawaii at Manoa

2. Universities

a. **University of Hawaii at Hilo/ Hawaii Community College**

History

The University of Hawaii at Hilo, organized in 1970, is a part of Hawaii's nine campus system of higher education. Located in Hilo, with a branch in Kailua-Kona, it uniquely incorporates the two-year Hawaii Community College with a four-year College of Arts and Sciences, a four-year College of Agriculture, and an expanding Center for Continuing Education and Community Service. In fall 1986 the University of Hawaii at Hilo enrolled 3,300 students.

The chancellor is the chief executive officer for the campus and is responsible to the president who heads the statewide system. A board of regents, appointed by the state governor, is the governing body of the University of Hawaii system.20

**Hawaii Community College**

The forerunner of this college was the Hawaii Vocational School, established in 1941 by an act of th Territorial Legislature as a separately administered area vocational school. Its prime responsibility was

19Windward Community College Catalog, 1987-1988, p. 5.

20University of Hawaii at Hilo Catalog, 1987-1988, p. 8.

the provision of vocational education for the youth of the island of Hawaii. Trade programs offered when the school opened were automotive mechanics, carpentry, dressmaking, machine shop, and sheet metal and welding.

The period following World War II saw the growth of new programs designed to meet the expanding needs of business and industry. In 1947, a diesel mechanics program was started. Architectural drafting began in 1951; food service in 1952; electricity in 1955; business education in 1958; and automotive body repair and painting, electronics, and practical nursing in 1966. The agricultural program began in 1972 ad the associate of science degree nursing program in 1974.

With the advancement in technology and the expansion of educational opportunities into broader fields of technical training, the institution was renamed the Hawaii Technical School in 1956.

Under the Enabling Act passed by the 1969 State Legislature (Act 166, SLH), the administration of the school was transferred from the Department of Education to the University of Hawaii in July 1969, and was renamed the Hawaii Community College effective May 1970. In fall 1986, Hawaii Community College had 76 full-time faculty members, 1,994 students, which included 153 enrolled in west Hawaii and 44 enrollees from the Kulani Correctional Facility.21

Philosophy

The educational philosophy of the University of Hawaii at Hilo, broadly stated, is that the development of the human potential to the fullest extent possible is central to the very existence of the University.

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21Ibid, p. 9.

Through an intellectually stimulating environment, the advancement of knowledge, learning, and skill development, the student is prepared for meaningful place in society.

Philosophically, the University is a haven for creative thinking, a depository of intellectual resources, and a catalyst for developing a curiosity for learning. Collectively, the University holds this sacred. In turn, each college assumes a specific role in the implementation of the institutional philosophy through its respective programs.22

**b. University of Hawaii at Manoa**

History

The University of Hawaii is a multi-campus system of postsecondary educational institutions serving the State of Hawaii. The University of Hawaii at Manoa (UHM), on the island of Oahu, is the major comprehensive research campus with more than 20,000 students and is commonly referred to as the UH-Manoa or the Manoa campus. The University of Hawaii at Hilo (UHH), on the island of Hawaii, enrolls some 3,750 students in two four-year colleges - arts and sciences and agriculture - and a community college. West Oahu College offers an upper division program on the western side of Oahu. Six community colleges are organized as a subunit with four campuses on Oahu and one each on Maui and Kauai.

The University of Hawaii at Manoa, the founding campus of the system, began in 1907 as a land-grant college of agriculture and mechanic arts called the College of Hawaii. The first classes were held at a temporary site in downtown Honolulu with five regular students and twelve faculty members. In 1912,

22Ibid, p. 8.

the school moved to its permanent location in Manoa Valley and with the addition of a College of Arts and Sciences in 1920, it became the University of Hawaii.

The campus took its present name in 1972, to distinguish it from the other units in the growing statewide university system.

Today, UHM is a multidimensional university operation conducting education, research and public service programs for the state, the nation and the world community.

Throughout its history, UHM has emphasized studies related to the distinctive geographical and cultural setting of Hawaii. Geographical location generates interest in oceanography, marine sciences, and interdisciplinary studies of tropical environments, problems and resources. The physical characteristics of Hawaii focus academic attention in such areas as tsunami research, volcanology, astronomy, and astrophysics. The state's multi-racial culture and close ties to Asia create a favorable environment for the study of various aspects of diverse cultural systems, including such subjects as linguistics, genetics, philosophy, and interrace relations.

Currently more than 200 of the University's activities have an international dimension. In addition, UHM ranks among the leading American institutions of higher education in terms of numbers of foreign scholars on its staff and foreign students enrolled in its numerous colleges.

In all, the University offers course work leading to bachelor's degrees in 89 fields of study, master's in 62, doctorates in 35, first professional degrees in law and medicine, and a number of certificates.23

23University of Hawaii at Manoa General Information Bulletin, 1987-1989, p. 7.

## Mission

"To provide all qualified people in Haw
opportunity for quality college and univ
education; to create knowledge and gain
through research and scholarship; to pr
contribute to the artistic and cultural he
community; and to provide other public
through the dissemination of current an
and techniques. In pursuing its charter,
of Hawaii is committed to the developm
State's greatest asset, its people."24

24University of Hawaii Community Colleges 1988 Annual Report, p

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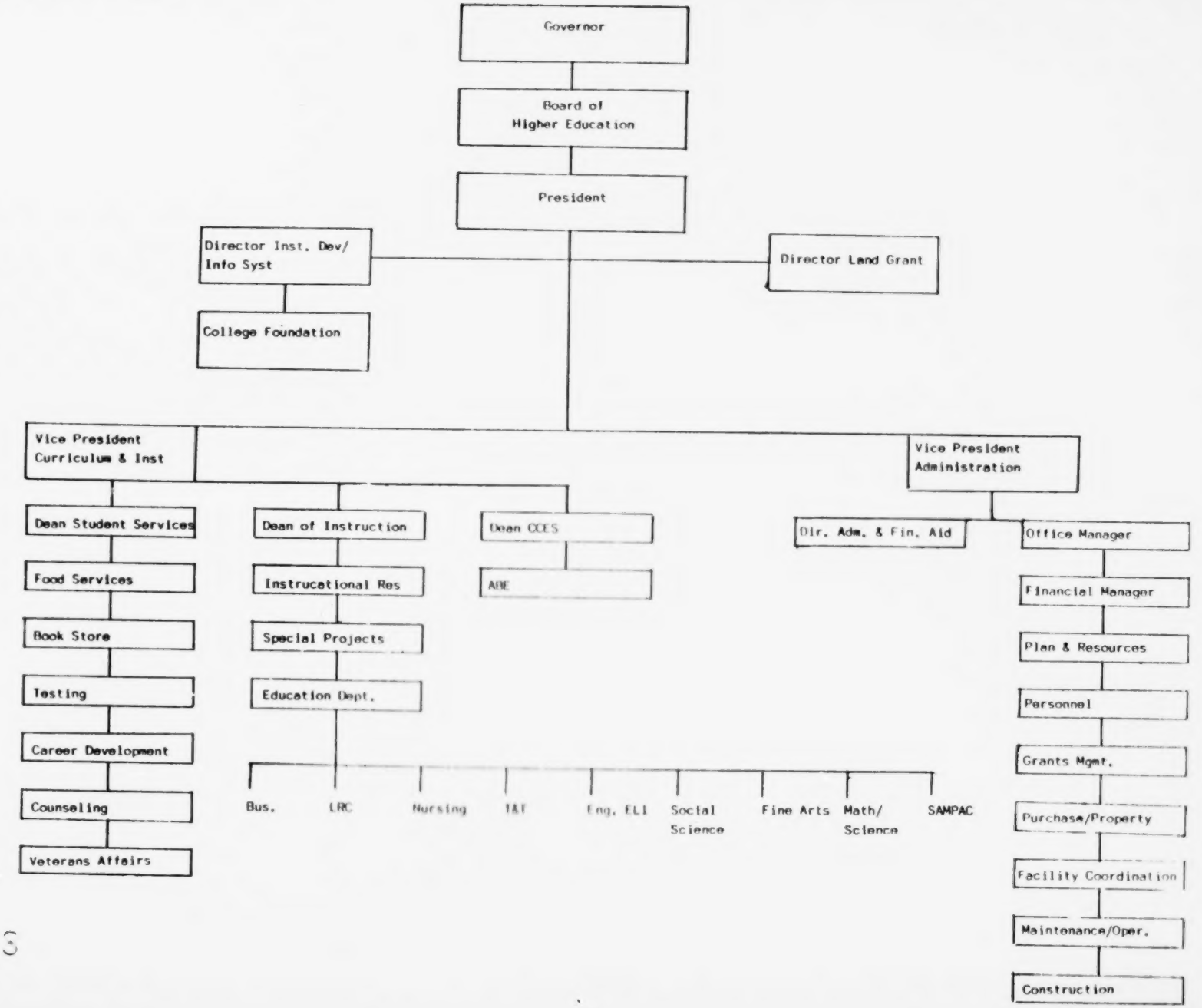
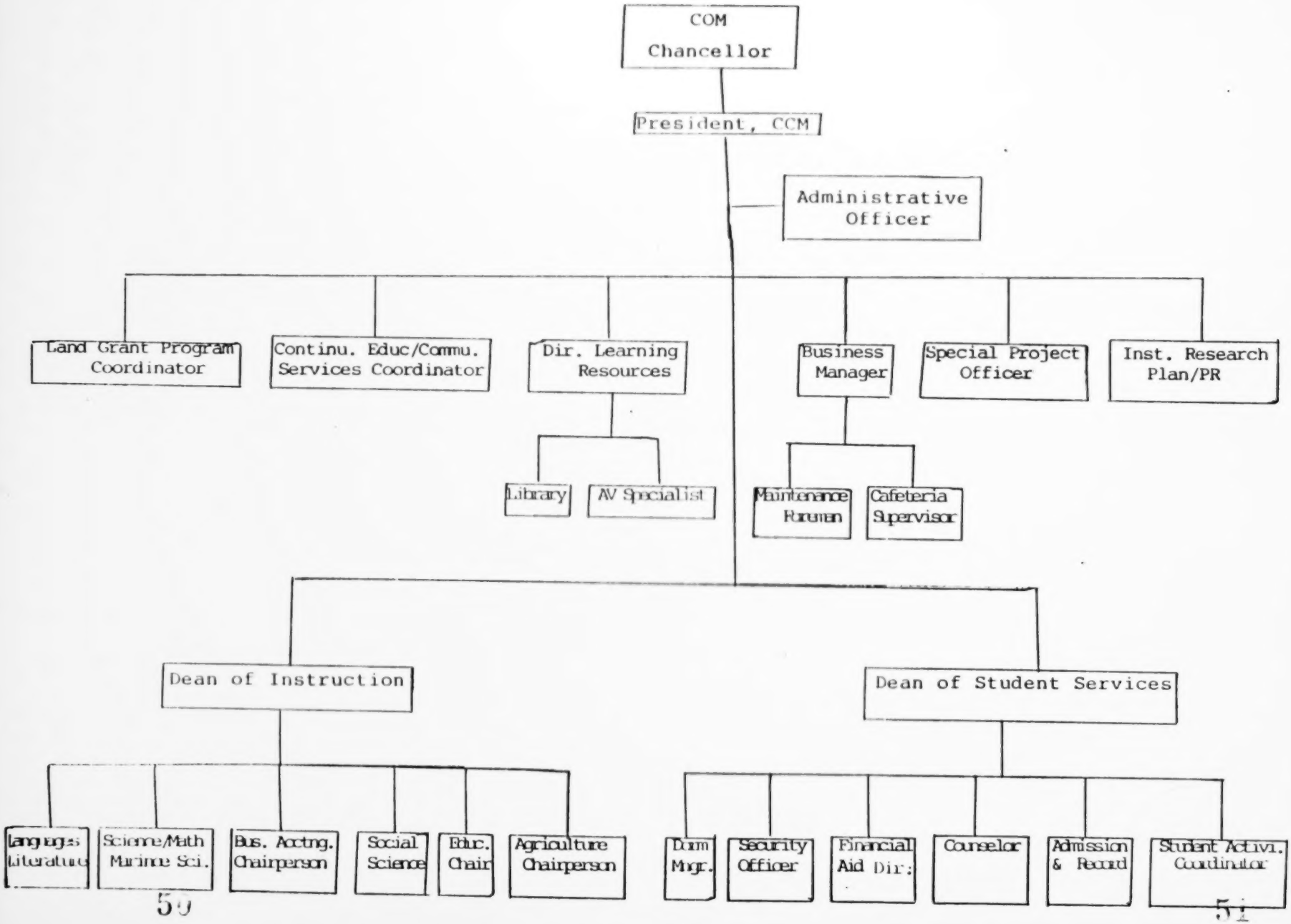
# PART II

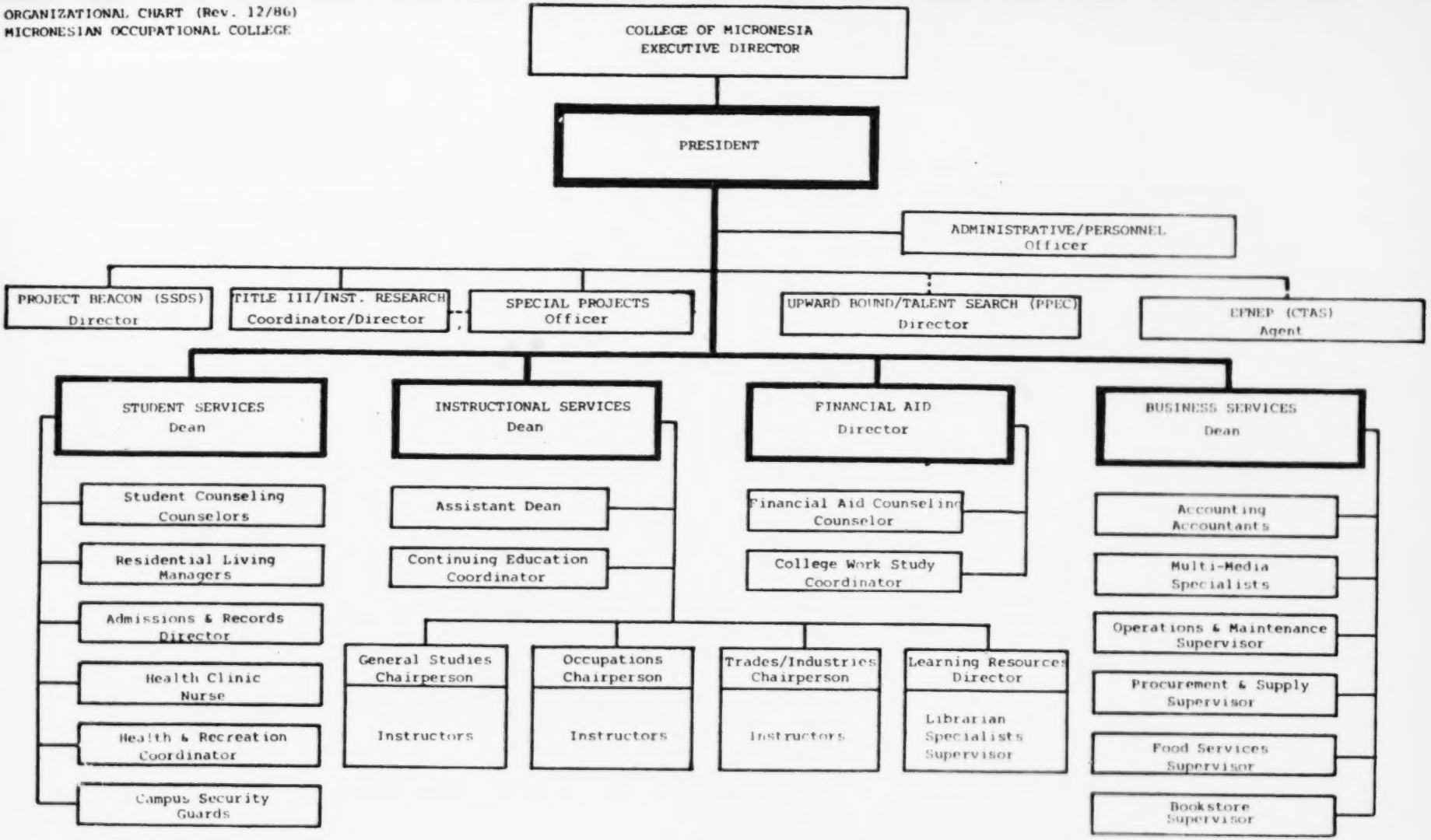
# ORGANIZATIONAL CHARTS

AMERICAN SAMOA COMMUNITY COLLEGE




COM
Chancellor
President, CCM
Administrative Officer
Land Grant Program Coordinator
Continu. Educ/Commu. Services Coordinator
Dir. Learning Resources
Business Manager
Special Project Officer
Inst. Research Plan/PR
Library
AV Specialist
Maintenance Foreman
Cafeteria Supervisor
Dean of Instruction
Dean of Student Services
Languages Literature
Science/Math Marine Sci.
Bus. Acctng. Chairperson
Social Science
Educ. Chair
Agriculture Chairperson
Dorm Mngr.
Security Officer
Financial Aid Dir.
Counselor
Admission & Record
Student Activi. Coordinator

ORGANIZATIONAL CHART (Rev. 12/86)
MICRONESIAN OCCUPATIONAL COLLEGE

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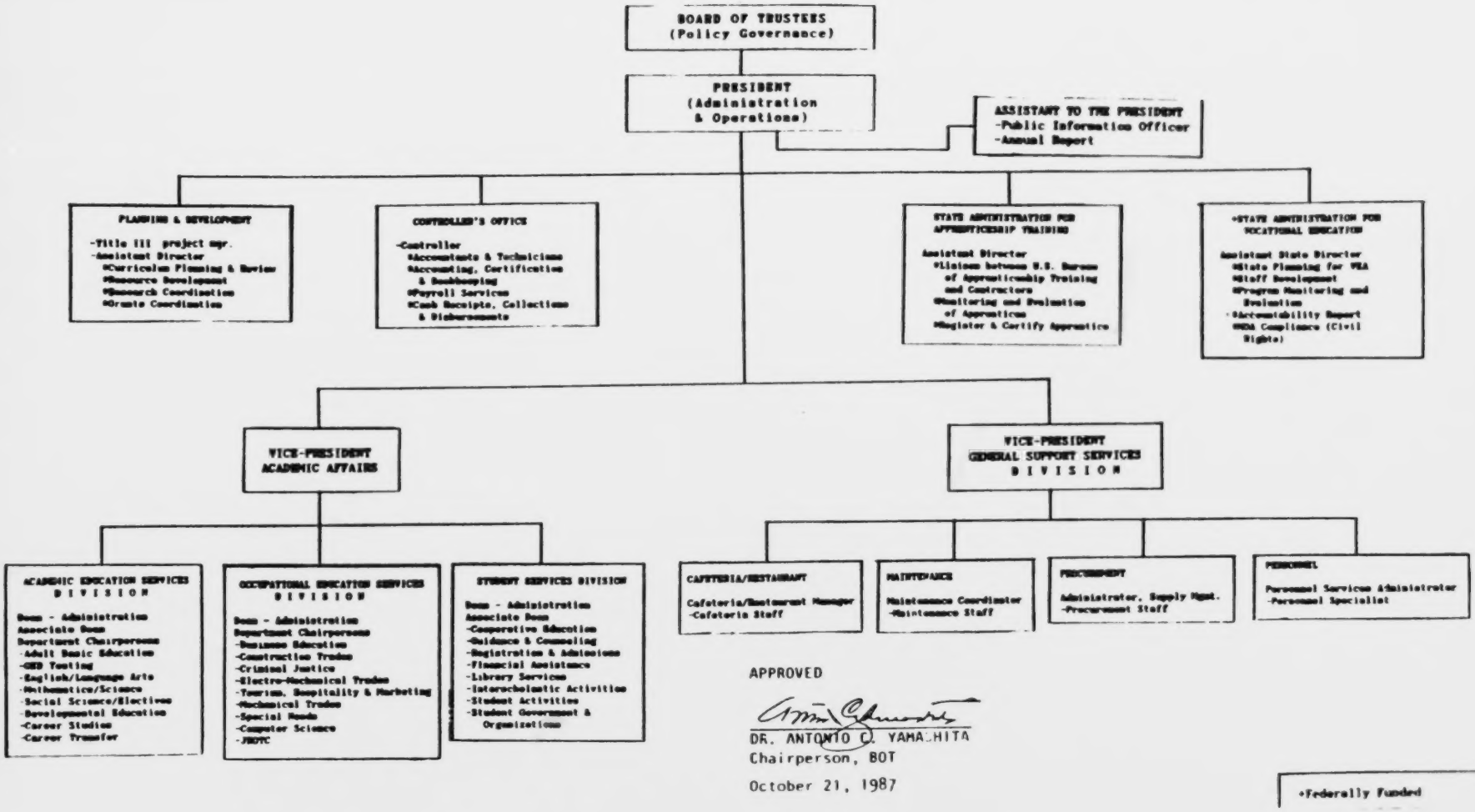
# GUAM COMMUNITY COLLEGE

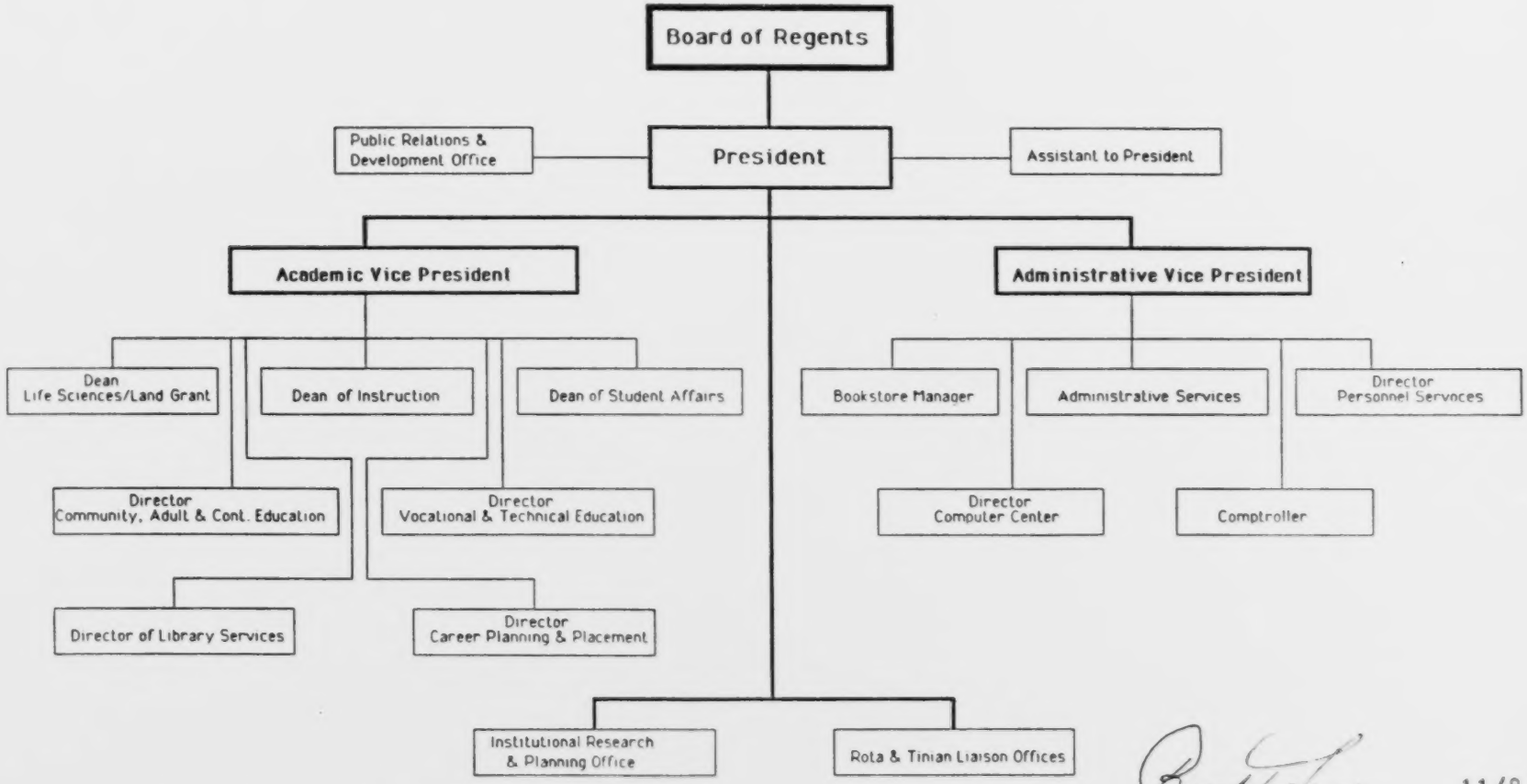



APPROVED

DR. ANTONIO C. YAMASHITA
Chairperson, BOT
October 21, 1987

•Federally Funded

# Northern Marianas College




Approved by Board of Regents: 10/27/88

Bernadita T. Seman, Chairperson — 11/8/88 Date

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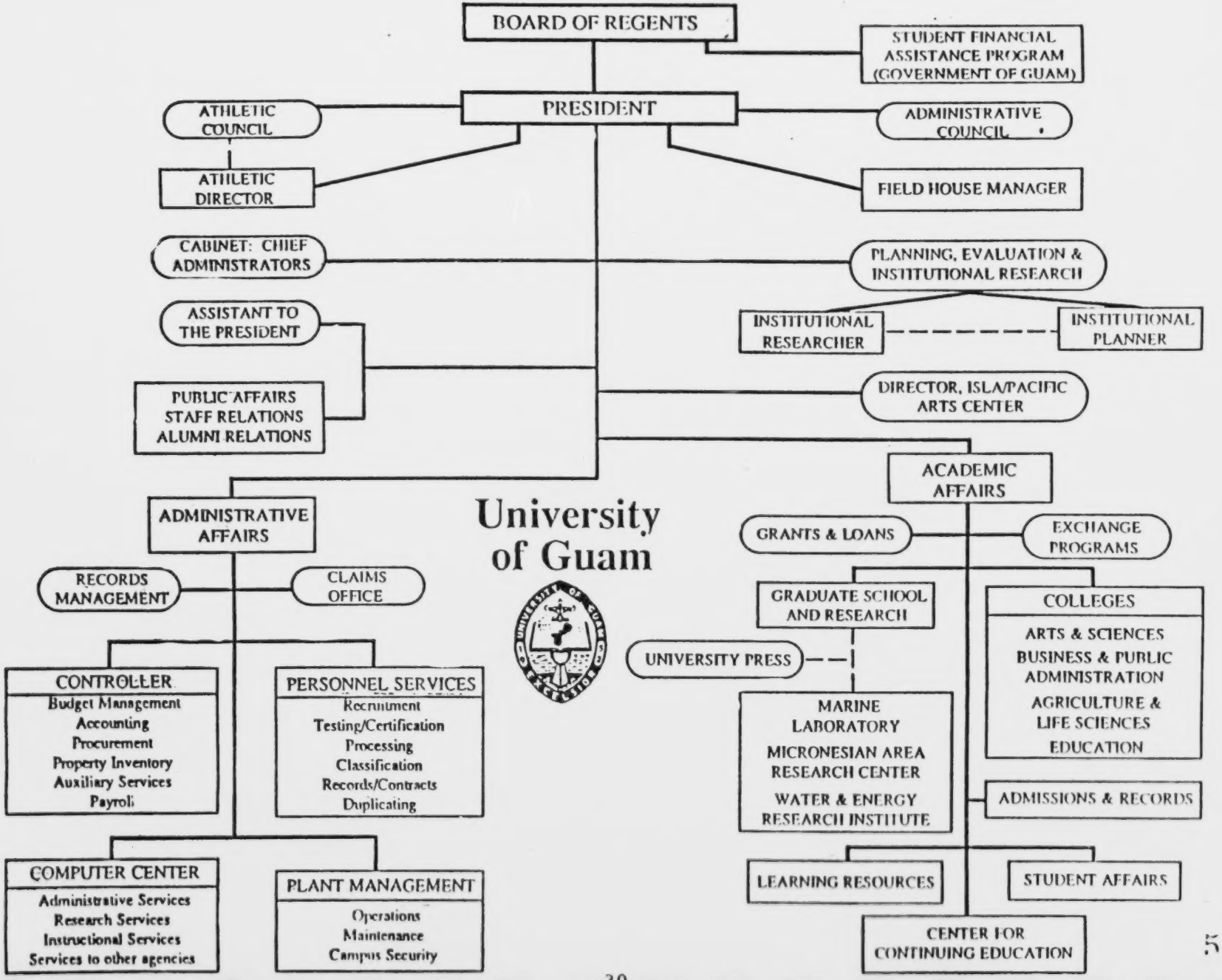
BOARD OF REGENTS
STUDENT FINANCIAL ASSISTANCE PROGRAM (GOVERNMENT OF GUAM)
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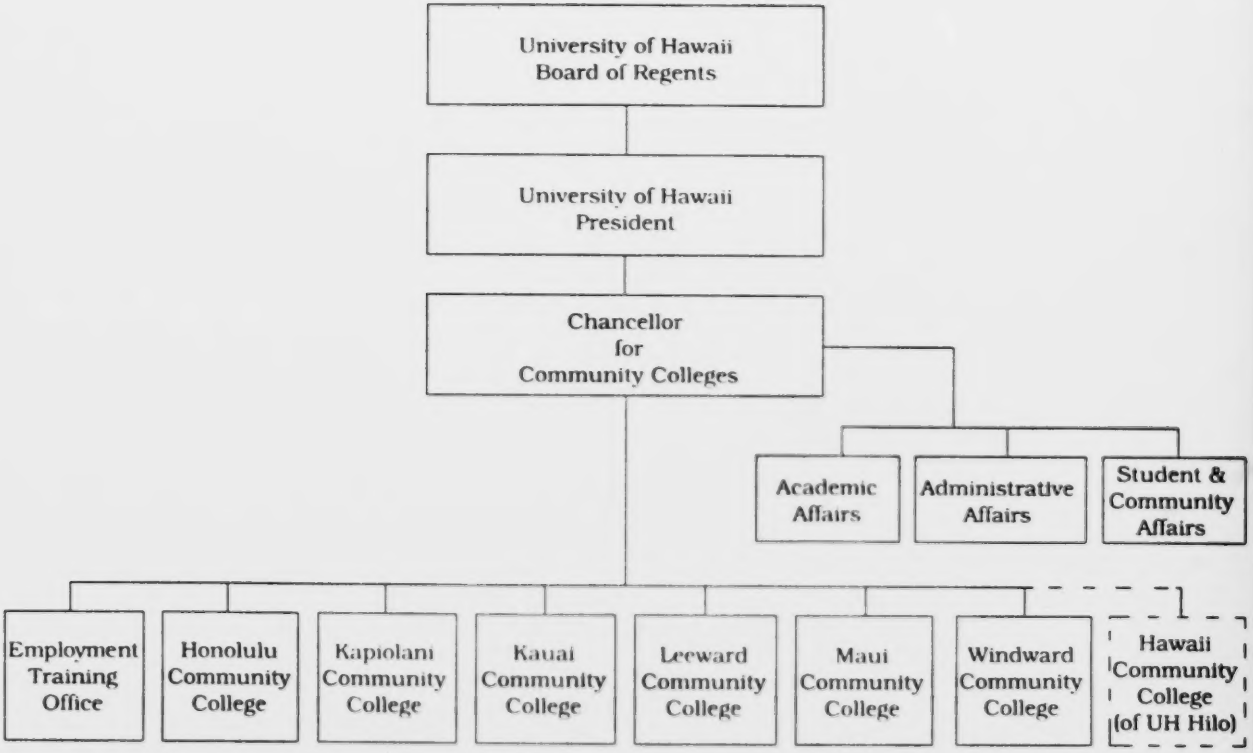
ATHLETIC COUNCIL
ADMINISTRATIVE COUNCIL
ATHLETIC DIRECTOR
FIELD HOUSE MANAGER
CABINET: CHIEF ADMINISTRATORS
PLANNING, EVALUATION & INSTITUTIONAL RESEARCH
ASSISTANT TO THE PRESIDENT
INSTITUTIONAL RESEARCHER
INSTITUTIONAL PLANNER
PUBLIC AFFAIRS
STAFF RELATIONS
ALUMNI RELATIONS
DIRECTOR, ISLA/PACIFIC ARTS CENTER
ACADEMIC AFFAIRS
University of Guam
ADMINISTRATIVE AFFAIRS
GRANTS & LOANS
EXCHANGE PROGRAMS
RECORDS MANAGEMENT
CLAIMS OFFICE
GRADUATE SCHOOL AND RESEARCH
COLLEGES
ARTS & SCIENCES
BUSINESS & PUBLIC ADMINISTRATION
AGRICULTURE & LIFE SCIENCES
EDUCATION
UNIVERSITY PRESS
CONTROLLER
Budget Management
Accounting
Procurement
Property Inventory
Auxiliary Services
Payroll
PERSONNEL SERVICES
Recruitment
Testing/Certification
Processing
Classification
Records/Contracts
Duplicating
MARINE LABORATORY
MICRONESIAN AREA RESEARCH CENTER
WATER & ENERGY RESEARCH INSTITUTE
ADMISSIONS & RECORDS
COMPUTER CENTER
Administrative Services
Research Services
Instructional Services
Services to other agencies
PLANT MANAGEMENT
Operations
Maintenance
Campus Security
LEARNING RESOURCES
STUDENT AFFAIRS
CENTER FOR CONTINUING EDUCATION

Organization of Hawai'i Community Colleges



# PART III

# CAMPUS LOCATION AND FACILITIES DESCRIPTION

## A. American Samoa Community College

### Location

The American Samoa Community College (ASCC) is located in a lush green valley eight miles west of Pago Pago, American Samoa's capital center of trade and commerce.

American Samoa is the only U.S. Territory south of the equator. It encompasses seven islands, six of which are inhabited. The largest is Tutuila on which the ASCC is located. American Samoa is about 2,300 miles southwest of Hawaii, and 1,600 miles northeast of New Zealand. The main island, Tutuila, comprises about three-fourths of American Samoa's 75 square miles of land area and 90 percent of its 32,000 people.25

### Facilities

In September, 1979, the College completed five buildings with a grant from the U.S. Economic Development Administration. The Science and Nursing building contains excellent instructional facilities for physics, chemistry, biology and nurses' training. The Fine Arts building offers a ceramics lab, graphics lab, photography lab, and office for instructors. The Student Center houses the Snack Bar (dining room), kitchen, bookstore and office space for several instructors. The Field House covers two classrooms, a weight room, wrestling room, exercise room, with a universal gymnasium, and dressing room with showers. The Auto Body Shop includes a classroom, toolroom, faculty office, lab, painting and spray booth, showers/locker room, and a frame straightening facility. These added facilities cost $3.9 million, doubled the existing floor space and provided the College with one of the finest educational facilities in the South Pacific.26

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25American Samoa Community College Catalog, p. 11.

26Ibid, p. 13.

## B. COLLEGE OF MICRONESIA SYSTEM

### 1. Community College of Micronesia

Campus and Facilities

The present CCM campus consists of 2.3 acres located in the center of Kolonia, Pohnpei. It is situated in between the State legislature building and Kolonia Elementary School. The campus includes sixteen buildings. The College enrollment is limited by capacity of its dormitory. The two dormitories can accommodate not more than 150 students and thus restrict the possibility of increasing the enrollment because most students are recruited from the outlying islands and need to be housed in the dormitory.

Only the student services building, gymnasium, a classroom building and a 25-room dormitory are new buildings on the campus. All other buildings are deteriorating and only constant renovation has kept them in acceptable form.

The college staff is looking forward to the construction of a new campus in Palikir but the prospect of building a new facility is as uncertain as it was 18 years ago.

### 2. Micronesian Occupational College

Location

MOC is located in Koror, Palau. Palau geographically is part of Micronesia which has been administered by the U.S. as the Trust Territory of the Pacific Islands since the end of World War II. The vast ocean area of some three million square miles - roughly the size of the continental U.S. - is located just above the equator in the Western Pacific Ocean.

Koror, of course, is an island, located about 500 miles east of Manila, about 800 miles southwest of Guam, and 10,000 miles west of Washington D.C. It is therefore the most distant and remote member of the U.S. family of colleges and universities.

Micronesian Occupational College is located near the downtown area of Koror, Republic of Palau. The campus is roughly 20 acres, flanked at its side by Palau High Schoo with the local athletic field, in the back by an ocean with a fine view of Babeldaob Island. The front end of the campus borders the main business districts where shoppin and other facilities are within easy walking distance.27

## C. Guam Community College

Facilities

The College campus includes 24 main buildings on a 22 acre site. The buildings include concrete or partial concrete structures, pre-engineered metal buildings and temporary wooden structures. Standard classroom facilities are housed in both permanent concrete and temporary wooden buildings. Metal buildings are used primarily for vocational shop facilities

The College is engaged in an ongoing program to renovate and upgrade its facilities. The Career center, in which Counseling Services and Registration and Admissions offices are located, and the College library were both rebuilt during the 1982-83 school year. During the summer of 1986, Building 100 (housin the Cosmetology and Electronic Engineering Technology programs), Building 300 (housing Construction Trades and Architectural and Civil Engineering Technology programs), and Building 400 (housing portions of the Hotel Operations, Retailing and Marketing, and Food and Beverage Operations Programs) were renovated completely or in part.

27Micronesian Occupational College General Catalog, 1987-1990.

Special facilities are provided for occupational programs such as Computer Science; Office Administration; Architectural, Civil and Electronic Engineering; Construction Trades; and Automotive Technology.28

## D. Northern Marianas College

Campus and Facilities

The campus is located on AsTerlaje Hill, overlooking the barrier reef and lagoon on the western side of Saipan.

There are ten main buildings containing: the classrooms; science lab room; the Olympio T. Borja Memorial library; nursing program; land grant; faculty offices; student lounge; bookstore; ABE; and administration offices.

The campus covers 17 acres. It is five minutes from the airport.

## E. University of Guam

Campus Facilities

The University campus is on a gently sloping, hundred acre site and only a few minutes by car from the capital city of Agana. It overlooks Pago Bay and commands a breath taking view of the Pacific Ocean. University buildings, rising amid palm fronds and a maze of tropical greens, are concrete structures with modern facilities.29

The University of Guam has buildings for the administration, library, fine arts, physical and natural sciences, and health science which also houses the Micronesian Area Research Center, classrooms and faculty offices, student center which

28Guam Community College Catalog, 1987-1989, p.2.

29University of Guam Undergraduate Catalog, 1988-1989, p. 10.

includes cafeteria, bookstore and other offices for student related services, dormitories, marine laboratory and a field house. There are 15 main buildings on the campus with the marine lab located off-campus on the shore of Pago Bay.

## F. UNIVERSITY OF HAWAII SYSTEM

### 1. Community Colleges

#### a. Honolulu Community College

Facilities

The main campus of Honolulu Community College has been almost totally rebuilt since 1970. Shops and laboratories equipped with appropriate tools and supplies are maintained for instructional programs in over thirty vocational technical areas, and modern classrooms and laboratories have been built for liberal arts courses.

A trade-industrial complex provides up-to-date facilities for training in many trade areas. Students working towards associate degrees use the complex during the day in carpentry, refrigeration and air conditioning, and welding. Apprentices and journeyworkers in twenty different trades are trained in its shops and classrooms during evening hours and on weekends.

The Campus Center Building offers a modern central setting for student activities, as well as specialized instructional facilities for Commercial Art, Business, Engineering technology, Architectural Drafting, Computer Science, and Music.

The Airport Campus facility, located at 402 Aokea Street near Honolulu International Airport, includes completely equipped shops which meet Federal Aviation Agency requirements.

The Education Center, housed in the renovated, historic Palama Fire Station is an integral part of the College and serves as a community outreach and education center. As a part of its community orientation, the center provides training leading to the GED diploma.30

b. **Kapiolani Community College**

Facilities

The college has two campuses. The first one is located on Pensacola Street, a small five-acre site near downtown Honolulu. The second is the Diamond Head Campus, located on a scenic 52 acre site near the historic landmark of Diamond Head Crater. One of the most beautiful campuses in Hawaii, the Diamond Head facilities are scheduled to be completed by 1990.

c. **Kauai Community College**

Facilities

Kauai Community College occupies a beautiful 99-acre campus at Puhi, near Lihue. The atmosphere is quiet and conducive to learning. A campus center and a learning resources center are hubs of the campus, with surrounding buildings devoted to the fine arts, trade-technology, natural and social sciences, business education, and nursing.

30Honolulu Community College Catalog, 1987-1988, p. 11.

**d. Leeward Community College**

Facilities

Leeward Community College, located between Pearl City and Waipahu, enrolls 5,723 students in vocationa programs and liberal arts courses covering some 50 different subject fields. Classes are offered during the day and evening on campus, and off campus at the Leeward Community College at Waianae Education Center and on selected military installations on Oahu

Leeward Community College has well equipped classrooms, labs and shops, an extensive library collection, a campus center, and a theater. Special services are available for the handicapped and disabled students, and for adults returning to college. Leeward CC also maintains an excellent career advising program to help individuals establish life, career, and educational goals. Remedial and developmental programs are offered in basic learning skills.31

The campus is situated on approximately 49 acres of land nearly in the geographic center of the island of Oahu. It is heavily used all year by both students and the larger community surrounding it. The primary geographic areas services by the College are the Leeward and Central Oahu Districts.

Situated midway between Pearl City and Waipahu, th College overlooks the middle loch of Pearl Harbor and the Waipio Peninsula. The Koolauloa range forms one natural boundary, as do the North Shore o Haleiwa-Waialua and the Waianae-Nanakuli coasts. Aiea and Pearl City are the heart of the district.

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31University of Hawaii Community Colleges 1988 Annual Report, p.19.

However, students attend LCC from all parts of the island because there are no official boundaries for any of the community colleges.32

e. **Maui Community College**

Facilities

The Maui Community College campus encompasses 78 acres at the site between Wailuku and Kahului. In this spacious campus between the ocean and the West Maui mountains are stylized "Hawaiian Hut" classrooms and offices complimented by a modern library, the foreign language and science buildings.

Maui Community College also offers credit and non-credit programs and courses on the islands of Molokai and Lanai, and the to remote communities of Lahaina and Hana on the island of Maui, making Maui Community College the only tri-isle campus in the University of Hawaii system.34

f. **Windward Community College**

Facilities

Windward Community College primarily serves residents from Haleiwa to Waimanalo with strong liberal arts program and certificate and degree programs in accounting, finance, secretarial science, automotive mechanics, and agriculture. Credit courses are offered during both day and evening.

The College offers many enrichment activities, including theatrical performances, a nationally recognized learning assistance program, and the

32Leeward Community College Catalog, 1986-1988, p.7.

34University of Hawaii Community Colleges 1988 Annual Report, p.20.
See also Maui Community College 1987-1988 General Catalog, p.3.

annual Ho'olaule'a festival of music and dance that draws thousands of people to the campus. In addition, the community services program offers a wide selection of non-credit courses and cultural programs.

More than 1,600 students attend classes in one of the most beautiful settings in Hawaii. Located at the bas of the Koolau mountains above Kaneohe town, the College occupies 45 acres of lush greenery. Plans are being developed for new facilities on the campus to meet the needs of future generations of students.35

g. **West Oahu College**

(Facilities description not available.)

2. Universities

a. **University of Hawaii at Hilo**
**Hawaii Community College**

Facilities

The campus of the University of Hawaii at Hilo consists of a 137-acre main campus and, only a quarter mile away, a 21-acre campus serving Hawaii Community College and the Center for Continuing Education and Community Service. We are presentl in the process of constructing and planning new facilities to situate all University units on the same campus. To serve the needs of the University, there are 51 major buildings and 29 portable ones, includin classroom buildings, special facilities for student laboratories, a new library and media center, numerous well-equipped shops for use in trade and industrial courses, faculty office buildings,

35University of Hawaii Community Colleges 1988 Annual Report, p.21.

administration building, student services building, a campus center for student activities, an athletic complex, tennis courts, and playing field. The 110-acre University Agricultural Farm Laboratory is located in the Panaewa Agricultural Park. To integrate research and technology activities with our academic programs, 200 acres adjoining the University are being developed for a Research and Technology Park and campus expansion. New student housing is also being planned to accommodate future housing demand.36

b. **University of Hawaii at Manoa**

Facilities

The UH Manoa campus is located on some 300 acres of land in Manoa Valley, a residential section close to the heart of metropolitan Honolulu, the state capital. Easy access to the center of the commercial, cultural and political life of Hawaii is an extra benefit for students.37

36University of Hawaii at Hilo Catalog, 1987-1988, pp. 8-9

37University of Hawaii at Manoa General Information Bulletin, 1987-1989, p. 7

# PART IV

# ADMISSIONS REQUIREMENTS

## PART IV: ADMISSIONS REQUIREMENTS

### A. American Samoa Community College

The American Samoa Community College has an open-door policy that welcomes high school graduates and community members as well, to take advantage of the college's offerings "within the limits of its physical, human and financial resources" as stated in its mission.

### B. COLLEGE OF MICRONESIA SYSTEM

#### 1. Community College of Micronesia

High school graduates, secondary school seniors or applicants who pass the General Education Development (GED) test are eligible to apply for admission and to enroll at CCM.

To be matriculated into the degree program an applicant must meet the following entrance requirements:

1. Have graduated, or will be graduated from high school at the end of the current school year or have a GED certificate.
2. Have an academic high school grade point average of 2.00 or higher as measured on a 4.00 scale.
3. Pass the CCM entrance examination.
4. Be accepted by the CCM Admissions Board.

#### 2. Micronesian Occupational College

The College supports an open-door admission policy which provides opportunities for 1) high school graduates, 2) persons who have passed the GED, 3) individuals 18 years of age or older, 4) individuals who qualify for dual enrollment to apply for admission.

Admission to the college does not necessarily imply immediate admission to the program desired by the applicant since certain programs have limited enrollment due to space limitations or certification requirements.[38]

### C. Guam Community College

A student is eligible for admission to the College if he/she meets the following standards for admission:

1. REGULAR STUDENT: any person who: a) is a graduate of an accredited or recognized United States high school (or foreign high school with equivalent programs of instruction and comparable standards); or b) has attained the equivalent of a high school diploma, namely the G.E.D. diploma; or c) is at least 16 years of age or older who is able to benefit from instruction on a postsecondary level as demonstrated by i) two letters of recommendation from professional educators, counselors or persons not employed by or affiliated with the College which indicate that the applicant can benefit from instruction at the postsecondary level, or ii) completion at the College, while enrolled as an Enrichment Student, of at least 12 semester hours of postsecondary level course work with a cumulative grade point average equal to or greater than 2.00; or d) is a transfer student from an accredited or recognized postsecondary institution and has completed at least 12 semester hours (or the equivalent thereof) of postsecondary level course work and has maintained a cumulative grade point average required for Regular Students making Satisfactory Progress toward the educational goals at Guam Community College as documented by an Official Transcript from that institution sent directly to the Registrar of the College.

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38Micronesian Occupational College Catalog, 1985-1987, p. 15

2. DIPLOMA STUDENT: any person who is at least 16 years old and is not a high school graduate and is not attending a regular high school program which will meet their needs.

3. ENRICHMENT STUDENT: any person. Minors may be required to provide proof of parental consent to attend classes. Foreign students who are full-time students at other institutions on Guam may attend the College as Enrichment Students. Foreign students who are full-time students at the College may not be admitted as Enrichment Students.

4. SPECIAL STUDENT: any person who has been selected to participate in a special training project, or to take special courses, or to pursue a program of study not usually offered by the College.39

**D. Northern Marianas College**

Open admission. Application fee is $10.00. Non high school graduates who are at least 18 years may also be admitted. High school students with a GPA of at least 3.00 may be admitted if the application for admission includes: 1) written permission from a parent or guardian, and 2) letter of recommendation from a high school counselor or teacher.

**E. University of Guam**

Undergraduate - completion of form, physical exam, high school diploma and placement test in English and Math.

Graduate - combined GRE score of 900, completion of BA/BS

39Guam Community College Catalog, 1987-1989, p. 13.

## F. UNIVERSITY OF HAWAII SYSTEM

1. Community Colleges

### a. Honolulu Community College

Any U.S. high school graduate, or any person 18 years of age or over who can profit from the instruction offered is eligible for admission to the College subject to the availability of resources.

Deadlines for filing applications for admissions are July 1 for the Fall Semester and December 1 for the Spring Semester. The deadline for the Summer Session will be announced. Individuals are advised to file their applications as early as possible. Honolulu Community College participates in the Coordinated Admissions Program of the University of Hawaii. Application forms and instructions are available at the Admissions Office of Honolulu Community College or in the Counseling Office of any high school in Hawaii.

Application Procedure:

1. File an application for admission with the Admissions Office.
2. File the Residence Information forms included in the application.
3. Submit official transcripts of all accredited colleges you have attended. Transcripts must be mailed from the college directly to the Admissions Office at Honolulu Community College.
4. Applicants applying for the Cosmetology program must submit proof of graduation from high school.

5. Submit other information, forms, and documents as requested by the College. Request for additional forms if you fall in the following categories:
   . Foreign (non-immigrants)
   . Military personnel (or dependents) stationed in Hawaii

An applicant is notified by mail of acceptance or nonacceptance by the College only after the above items have been completed and submitted to the Admissions Office.40

**b. Kapiolani Community College**

Kapiolani Community College is an open-door college that welcomes any person 18 years of age or older to join its educational programs. The following admission requirements and regulations will assist you in understanding the procedures for enrollment.

Any person 18 years of age or older who wants to benefit from instruction at Kapiolani Community College is eligible for admission. There are, however, special requirements for . . .

1. those applying for Health Programs,
2. the Legal Assistant Program
3. and Foreign Students.

The U.H. Common Admission Application form and pertinent instructions are available at the Office of Admissions and Records or in the counseling offices of any high school in Hawaii.41

40Honolulu Community College Catalog, 1987-1988.

41Kapiolani Community College General Catalog, 1987-1988, p. 13.

c. **Kauai Community College**

Admission to Kauai Community College is open to graduates of United States high schools, or persons 18 years of age or older who can profit from instruction offered.

Non-residents are admitted in accordance with the controlled growth policy of the Board of Regents of the University of Hawaii.

Foreign Student Application: Kauai Community College is authorized under Federal law to enroll non-immigrant alien students (F-1 or M-1 Visa). The following admission procedures apply to all F-1 and M-1 Visa students. This includes students who are overseas as well as those who are already in the United States. . . .

1. An official application for admission.
2. Submit evidence of proficiency in English language through one of the following: a) report from a director of courses in English of the U.S. Cultural Institute, a consular official, or a qualified representative delegated by one of these persons. b) Scores on the TOEFL or the Michigan Test of Language Proficiency.
3. Submit an affidavit of support from a sponsor stating that adequate financial support will be provided during the entire period of enrollment.
4. Submission of high school and college academic transcripts directly to the College. All transcripts must be translated into English.
5. Submit a health certificate including a chest x-ray certificate. These must be dated within three months prior to application and be certified by a medical official.42

42Kauai Community College General Catalog, 1988-1989, pp. 14-15.

**d. Leeward Community College**

1. A University of Hawaii Common Application Form must be filled out and returned by mail or in person to the Office of Admissions and Records.

   Application forms may be obtained from all high school counselors or from the Admissions and Records Office of any UH Campus of the UH System.

2. Transcript of high school or college work taken previously must be supplied.

3. All new, transfer and returning students must attend an orientation and assessment session. All new applicants who have not already completed one semester of college work elsewhere will be required to take math and reading tests designed to assist them in the planning of their programs. The tests will be given during orientation.

4. Tuberculosis Clearance Requirements. The College, in compliance with public health regulations, requires that all students who are admitted for the first time into LCC demonstrate that they are free of active TB by submitting to the Admissions Office either a State Department of Health Clearance card or a LCC Clearance form. This must be done either prior to registration or within forty-five (45) days following. For more information and help contact LCC Health Center, AD-122, telephone 455-0216. Leeward Community College complies with all applicable requirements of other state health agencies and councils as may be required by law or by rules and regulations.

5. Medical Clearance for Physical Education. A medical clearance will be required in those HPER courses that require active participation. Students without medical clearance will be allowed to register in the course but will not be allowed to participate until the clearance is obtained.

6. Notification of Admission. You will be notified by mail of your acceptance to LCC. Please be sure the College has your correct mailing address. If you move, it is your responsibility to notify Admissions and Records of your change in address.

7. Information on registration, orientation assessment and academic advisement and counseling will be mailed to you following acceptance. Student Services staff will assist you in preparing for the semester registration at this time.43

**e. Maui Community College**

All high school graduates and transfers from other colleges and universities may be admitted to Maui Community College. Persons 18 years of age or older who are not high school graduates may also be admitted. It should be noted, however, that admission to the College does not mean automatic admittance to programs or courses. Through counseling and testing, students are helped to select programs and courses appropriate to their interests, achievements, abilities, and aptitudes.

43Leeward Community College Catalog, 1986-1988, pp. 10-11.

All individuals seeking admission must submit the following two documents: 1) completed UH Application for Admission form, 2) negative tuberculosis clearance taken within four years prior to the first day of instruction.

In compliance with public health regulations, all students prior to enrollment must show evidence that they are free of active tuberculosis. The College shall also comply with all applicable requirements of state health agencies and councils as may be required by law or by rules and regulations.

To obtain a University of Hawaii Application for Admission form and other admission information, prospective students should contact a Hawaii high school counselor or write to: Student Services, Maui Community College, 310 Kaahumanu Avenue, Kahului, Maui, Hawaii 96732, Telephone: (808) 244-9181.

Instructions for completing and submitting an application are contained in the booklet "How to Enroll in the University of Hawaii System." All non-U.S. citizens should request the Foreign Student Supplementary Information Form and follow the additional instructions for foreign students cited in the Maui Community College General Catalog.

It is advised that all students submit their application by July 15 for the Fall semester and by December 1 for the Spring semester.44

44Maui Community College General Catalog, 1987-1989, p. 39.

f. **Windward Community College**

1. Make Application

   a. Fill out the Common Admission Form (available at Windward or from any high school counselor). Submit it by mail or in person.
   b. Those who apply by the regular application deadline register during regular registration. Late applications will be accepted on a space available basis. Some programs have limited openings.
   c. Students who leave Windward for a semester or more must fill out a new application for the semester or term they wish to re-enter.

2. Complete Registration

   Students who have applied and been accepted select classes and pay tuition and fees during the registration periods.

   All new and transfer applicants are required to file a TB clearance (results of skin test or chest x-rays) not more than four years old prior to registration. New students must also attend an orientation session and take required placement tests before registering.45

g. **West Oahu College**

West Oahu College is currently an upper-division two-year baccalaureate degree-granting institution offering only junior and senior level courses. A student who has successfully completed 55 credits or more of transferable lower-division college courses at any campus of the University of Hawaii or other

45 Windward Community College Catalog, 1987-1988, p. 6.

accredited college or university with a grade point average of 2.0 or higher on a 4.0 scale may be eligible for admission.

Students who have graduated with an Associate in Arts or an Associate in Science degree from a University of Hawaii Community College with a grade point average of 2.0 or higher on a 4.0 scale may be eligible for transfer. Students with an Associate in Arts degree will be accepted as having completed the lower division general education requirements. However, students transferring with an Associate in Science degree will be required to meet the lower division general education requirements.

Students who have completed some previous college work, but have yet to attain the 55 credit minimum, may have their transcripts evaluated for possible admission as unclassified students.

Students are urged to contact the Student Services Office if they have any questions regarding eligibility for admission.

2. Universities

a. **University of Hawaii at Hilo/ Hawaii Community College**

The regulations which follow apply to the College of Agriculture, the College of Arts and Sciences, and Hawaii Community College, unless otherwise indicated. In addition, each college has its own regulations. . . .

Application and admission information may be obtained from high school counselors in Hawaii or from the Admissions Office, Student Services Building, or by writing to the Admissions Office,

University of Hawaii at Hilo, Hilo, Hawaii 96720-4091. The admission application entitled "University of Hawaii Common Application Form," is accompanied by an instruction booklet, "How to Enroll in the University of Hawaii System." The dates by which applications and all supporting documents should be received are July 1 and December 1 for the fall and spring semesters, respectively. Several programs at the Hawaii Community College, such as Trade and Industry programs which have enrollment limitations, have earlier application deadline dates and may also have admission testing requirements. Prospective applicants should call the Admissions Office (phone (808) 961-9498) for these deadlines. Applications should include official transcripts of all high school, college, university, business and other postsecondary schools attended, sent directly from each institution involved, and all other credentials noted in the instruction booklet. Nonresidents applying for admission to baccalaureate programs must pay a nonrefundable, nontransferable $10 application fee. All applications and fees are valid for single semester only. Successful applicants are reminded that acceptance does not imply that on-campus housing and/or financial aid is available. While the University will make every effort to assist, students must arrange for their own financial aid and housing by directly contacting the Office of Financial Aids and/or the Office of Student Housing, University of Hawaii at Hilo, Hilo, Hawaii 96720-4091.

Hawaii Community College: Admission to Hawaii Community College is open to any high school graduate or person 18 years of age or older who can profit from the instruction offered. Other admission criteria may be imposed for community college programs that are limited to enrollment.

Note: Prospective students should exercise care when obtaining information regarding admission, housing, or financial aid status. It is wise to request verification of important information.46

b. **University of Hawaii at Manoa**

UHM admission requirements are similar to those of comparable state institutions or higher education. In general, UHM admits applicants who demonstrate ability to benefit from and contribute to one of its educational programs. The number of nonresident students is limited. Individual academic programs may have special admissions policies and procedures. Consult the colleges and schools for specific information. Prior to consideration for admission into these programs, applicants must first be admitted into UHM.47

46University of Hawaii at Hilo General Catalog, 1987-1988, pp. 25-26.

47University of Hawaii at Manoa General Information Bulletin, 1987-1989, p. 19.

# PART V

# CONTINUING EDUCATION AND COMMUNITY SERVICES

## PART V: CONTINUING EDUCATION AND COMMUNITY SERVICES

### A. American Samoa Community College

Cooperative continuing education programs focusing on the Visitor Industry Program was initiated with Kapiolani Community College in Hawaii in the spring of 1988. Vocational technology programs are being coordinated with the Honolulu Community College. Seminar programs for the development of educational leadership in the Federated States of Micronesia, Tonga, Guam and the Commonwealth of the Northern Marianas have been initiated by ASCC under the auspices of the Pacific Postsecondary Education Council.

American Samoa Community College is currently in the process of coordinating and piloting a subregional education consortium model, with resource support and collaboration with the Pacific International Center for High Technology Research (PICHTR), affiliated with the University of Hawaii. An additional impetus toward a realization of the consortium as provided by a regional visitation of U.S. college presidents to the Pacific, a project initiated by ASCC, via the Pacific Postsecondary Education Council, and funded through a competitive grant award jointly by the United States Department of Education and the United States Information Agency.

Faculty exchange initiatives started in 1987 will be continued and strengthened between ASCC and the National University of Samoa in subject area of Samoan studies. ASCC is refocusing its needs for technical assistance and consulting in this area from traditional dependence on U.S. postsecondary institutions to Pacific institutions in the region. Current plans look to establishing greater linkages for faculty and information/research sharing initially with postsecondary institutions within ASCC's region, with expanded programs expected within the next three to five years.

### B. COLLEGE OF MICRONESIA SYSTEM

#### 1. Community College of Micronesia

College extends courses to all six COM continuing education centers located in Majuro in the Marshall Islands Republic; in Pohnpei, Truk, Yap, and Kosrae in the Federated States of Micronesia and in Koror in the Republic of Palau. These centers offer CCM inservice Associate of Science degree and certificate programs to upgrade elementary school teachers and to make accessible the college continuing and general education courses to the local community for personal improvement.

#### 2. Micronesian Occupational College

The institution provides vocational, general and continuing education courses to the six off-campus centers located throughout the three Micronesian government entities. Classes are designed to prepare individuals for employment by improving and updating their occupational competencies as well as enhancing their personal and cultural backgrounds. Non-credit courses, inservice workshops and general education courses are offered for those who seek personal improvement.

### C. Guam Community College

Computer software training for the U.S. Navy began on October, 1988, and is expected to be ongoing for two to three years with as many as 1,000 individuals to be trained. Training is done at a U.S. Navy facility in Guam (OESD Dean).

## D. Northern Marianas College

The institution offers courses in Tinian and Rota. Non-credit courses as well as adult, general and continuing education courses are provided for these areas to help meet the community educational needs.

The Adult and Continuing Education (ACE) Department at Northern Marianas College is responsible for administratively coordinating many types of programs, which can be presented in several formats, that meet the diverse needs of a variety of target groups in the Commonwealth of the Northern Mariana Islands.

ACE departmental matters are reviewed on a regular basis by the Adult and Continuing Education Review Committee. The Chairman for Adult and Continuing Education reports directly to NMC President and serves on various committees responsible for maintaining excellence in programs offered through Northern Marianas College.

These programs include:

1. Basic Studies Programs
2. Adult Basic Education (ABE)
3. General Education Development (GED)
4. Continuing Education (CE)

## E. University of Guam

University operates a Center for Continuing Education which conducts courses off-campus and outside the regular academic calendar. Courses are conducted on all major islands in the Micronesia region. Distance education using high technology is being conducted on an experimental basis. University has over 1,000 teachers enrolled in Individualized Degree Program which allows them to complete major parts of their degree requirements on their home islands.

## F. UNIVERSITY OF HAWAII SYSTEM

### 1. Community Colleges

#### a. Honolulu Community College

Honolulu Community College has cooperative education programs in 25 fields ranging from welding and carpentry to biomedical electronics and occupational safety. Students can get practical experience as part of their course work on campus in places like the campus bake shop, the cosmotology clinic, and the campus media center. (See also HCC "Facilities.")

#### b. Kapiolani Community College

Office of Community Services at Kapiolani Community College provides the residents of Oahu with a wide range of educational activities. These include the Computing courses, Business and Office Technology Programs, Visitor Industry Courses, Conversational Japanese, Touring Businesses in Japan, Asia and the Pacific, Interpret Hawaii Program, Food and Recreation Program, Sign Language Interpretation Program and Health Teams Health Education.

#### c. Kauai Community College

College strives to improve the quality of life of the Kauai community and provides direct assistance to individuals, special interest groups, individual communities, and the general public by making available a variety of instructional, cultural, recreational, vocational, problem-solving and general informational services. Non-credit and limited credit courses are open to anyone who can benefit from them.

d. **Leeward Community College**

College offers credit courses in off-campus settings for those who do not have access to the campus facilities and services. These are students in remote geographical areas such as Waianae-Nanakuli and Waialua students whose work schedule or transportation difficulties prevent them from attending regular on-campus programs. A program leading to Associate of Arts degree is offered by Leeward Community College at Pearl Harbor Naval Base in collaboration with the University of Hawaii Continuing Education and Community Services Division. Non-credit offering include a variety of courses, workshops and short-term training at Waianae-Nanakuli Education Center and other selected campus sites.

e. **Maui Community College**

College conducts a number of credit courses during evenings and weekends for interested individuals in the local community. Classes are equivalent to day classes in terms of pre-requisites, standards, content, assignments and examinations. Non-credit classes are offered to apprentices and journeyworkers, as well as to business and general public. College also provides programs that enrich the cultural life of the community primarily by presenting a series of performing arts and events and supporting other departments within the University and culturally oriented community organizations.

f. **Windward Community College**

Community services division of the College extends courses to residents of Windward Oahu for personal enrichment. Programs include Computing, Speedreading, Reflexology, Accupuncture/ Accupressure, Stress Management and Retirement

Planning. Computer courses as well as the annual Hoolaulea celebration of Hawaiian music, dances and culture are made available to the entire community.

2. Universities

a. **University of Hawaii at Hilo/ Hawaii Community College**

Center for Continuing Education and Community Services serves as the outreach and extramural education arm of the University of Hawaii at Hilo. The center sponsors a wide range of outreach activities which include, but not limited to, credit, non-credit, professional and personal development courses; extended degree programs; public lectures, seminars, conferences and workshops; cultural exhibits and performances; community development projects; and travel study and international programs.

b. **University of Hawaii at Manoa**

University offers credit and non-credit courses for segments of Hawaii's population that cannot take advantage of the UH Manoa based regular day program. General education required degree programs at military bases, inservice teacher education and personal enrichment courses are extended to local communities where needs exist. Hawaii English Language and Overseas programs are also conducted off-campus to make accessible the University educational services to the remote areas.

# PART VI

# COMPARATIVE DATA

TABLE 1

INSTITUTIONS OF THE HIGHER EDUCATION
IN THE PACIFIC

| | Year Founded | Address |
|---|---|---|
| **AMERICAN SAMOA** | | |
| American Samoa Community College | 1970 | Pago Pago, American Samoa 96799-26 |
| **COLLEGE OF MICRONESIA SYSTEM** | | |
| Community College of Micronesia | 1970 | Kolonia, Pohnpei FSM 96941 |
| Micronesian Occupational College | 1969 | Koror, Republic of Palau 96940 |
| **GUAM** | | |
| Guam Community College | 1977 | Mangilao, Guam 96921-0107 |
| University of Guam | 1968 | UOG Station, Mangilao, Guam 96923 |
| **NORTHERN MARIANAS** | | |
| Northern Marianas College | 1976 | As Terlaje, Saipan, CNMI 96950 |
| **UNIVERSITY OF HAWAII SYSTEM** | | |
| Honolulu Community College | 1920 | Honolulu, Hawaii 96817 |
| Kapiolani Community College | 1946 | Honolulu, Hawaii 96816 |
| Kauai Community College | 1928 | Kauai, Hawaii 96766 |
| Leeward Community College | 1968 | Pearl City, Hawaii 96782 |
| Maui Community College | 1931 | Maui, Hawaii 96732 |
| Windward Community College | 1972 | Kaneohe, Hawaii 96744 |
| West Oahu College | 1976 | Pearl City, Hawaii 96782 |
| University of Hawaii, Hilo | 1947 | Hilo, Hawaii 96720-4091 |
| University of Hawaii, Manoa | 1907 | Honolulu, Hawaii 96822 |

Note: All institutions are accredited by WASC.

TABLE 2

FULL-TIME STUDENT POPULATION (FALL 1987)

| | Degree Seeking | | | | | | | | | | Unclassified/ Non-Degree Seeking | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | | | Female | | | | Sub-Total | | | | | | |
| | 1st | 2nd | 3rd | 4 + | 1st | 2nd | 3rd | 4 + | Male | Female | Male | Female | Male | Female | TOTAL |
| ASCC* | | | | | | | | | | | | | | | 468 |
| CCM | 60 | 60 | 40 | | 64 | 37 | 8 | | 160 | 109 | | | 160 | 109 | 269 |
| MOC | 156 | 104 | | | 66 | 50 | | | 260 | 116 | | | 260 | 116 | 376 |
| GCC* | | | | | | | | | 108 | 78 | 78 | 66 | 186 | 144 | 330 |
| NMC | 22 | 22 | | | 28 | 18 | 2 | | 44 | 48 | | | 44 | 48 | 92 |
| HCC* | | | | | | | | | 1207 | 726 | 7 | 13 | 1214 | 739 | 1953 |
| KapCC* | | | | | | | | | 826 | 1085 | 51 | 51 | 877 | 1136 | 2013 |
| KCC* | | | | | | | | | 124 | 200 | 6 | 6 | 130 | 206 | 336 |
| LCC* | | | | | | | | | 1113 | 1253 | 73 | 114 | 1186 | 1367 | 2553 |
| MCC* | | | | | | | | | 215 | 350 | 29 | 34 | 244 | 384 | 628 |
| WCC* | | | | | | | | | 251 | 305 | 18 | 25 | 269 | 330 | 599 |
| WOC* | | | 59 | 20 | | | 57 | 39 | 79 | 96 | 9 | 12 | 88 | 108 | 196 |
| UOG | 172 | 67 | 48 | 68 | 272 | 111 | 97 | 81 | 355 | 561 | | | 355 | 561 | 916 |
| UHM | 898 | 970 | 1151 | 1561 | 1158 | 1087 | 1381 | 1740 | 4580 | 5366 | 352 | 334 | 4932 | 5700 | 10632 |
| UHH | 434 | 345 | 109 | 115 | 538 | 333 | 138 | 164 | 1003 | 1173 | 60 | 45 | 1063 | 1218 | 2281 |

* Data not available by year in college.

Note: ASCC data from Spring 1988 Enrollment Report.

TABLE 3

STUDENT POPULATION BY ETHNICITY (FALL 1987)

| | ASCC | GCC | UOG | HCC | KCC | KapCC | LCC | MCC | WCC | UHH | UHM | WOC | CCM | MOC | NMC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Asian/Pacific Islander: | | 1884 | 1698 | 3335 | 3735 | 692 | 3549 | 1093 | 712 | 2051 | 12188 | 241 | 269 | 382 | 376 |
| Japanese | | 64 | 33 | 1025 | 1597 | 198 | 1423 | 269 | 248 | 794 | 6191 | 112 | | | 1 |
| Chinese | | 39 | 27 | 500 | 521 | 12 | 170 | 44 | 60 | 81 | 2255 | 20 | | | |
| Korean | | 85 | 44 | 158 | 199 | 1 | 103 | 10 | 22 | 32 | 500 | 6 | | | 29 |
| Filipino | | 466 | 215 | 823 | 676 | 323 | 1083 | 380 | 43 | 358 | 1165 | 42 | | | 14 |
| Hawaiian/Part Hawn | | | | 471 | 450 | 135 | 542 | 341 | 288 | 656 | 929 | 52 | | | |
| Pacific Islander | 754 | 1205 | 1379 | 102 | 79 | 5 | 82 | 23 | 24 | 68 | 239 | 2 | 269 | 381 | 332 |
| Other Asian | | 25 | | 168 | 98 | | 42 | 5 | 11 | 15 | 434 | 1 | | 1 | |
| Mixed Asian/Pac Isl | | | | 88 | 115 | 18 | 104 | 21 | 16 | 47 | 475 | 6 | | | |
| Hispanic: | | 20 | | 57 | 64 | 32 | 109 | 35 | 27 | 63 | 126 | 9 | | | |
| Puerto Rican | | | | 24 | 25 | 12 | 29 | 8 | 4 | 28 | 32 | 1 | | | |
| Other Hispanic | | | | 13 | 20 | 8 | 53 | 14 | 14 | 16 | 46 | 4 | | | |
| Mixed Hispanic | | | | 20 | 19 | 12 | 27 | 13 | 9 | 19 | 48 | 4 | | | |
| Caucasian: | | 120 | 289 | 575 | 1060 | 355 | 1278 | 645 | 681 | 1020 | 4393 | 180 | 2 | 1 | 12 |
| Portuguese | | | | 62 | 55 | 40 | 57 | 80 | 42 | 131 | 149 | 15 | | | |
| Other Caucasian | | | | 513 | 1005 | 315 | 1221 | 565 | 639 | 889 | 4244 | 165 | | | |
| Black | | 14 | | 51 | 53 | 4 | 159 | 10 | 27 | 25 | 106 | 8 | | | |
| American Indian/ Alaska Native | | 2 | | 12 | 21 | 2 | 15 | 11 | 2 | 18 | 39 | 2 | | | |
| Mixed Ethnicities | | | | 482 | 439 | 79 | 609 | 120 | 195 | 364 | 1140 | 42 | | | |
| No Response | | | | 11 | | | 4 | 1 | 1 | | 390 | | | | |
| Other | 155 | | 45 | | | | | | | | | | | | |
| TOTAL | 909 | 2040 | 2032 | 4523 | 5372 | 1164 | 5723 | 1915 | 1645 | 3541 | 18382 | 482 | 271 | 383 | 388 |

Note: UOG data based on origin and citizenship.
ASCC data based on citizenship (spring 1988).

TABLE 4

PART-TIME STUDENT POPULATION (FALL 1987)

| | Degree Seeking | | | | | | | | | | Unclassified/ Non-Degree Seeking | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | | | | Female | | | | Sub-Total | | | | | | |
| | 1st | 2nd | 3rd | 4 + | 1st | 2nd | 3rd | 4 + | Male | Female | Male | Female | Male | Female | TOTAL |
| ASCC* | | | | | | | | | | | | | | | 441 |
| CCM | 53 | | | | 54 | | | | 53 | 54 | | | 53 | 54 | 107 |
| MOC | | 1 | | | 2 | 1 | | | 1 | 3 | 0 | 3 | 1 | 6 | 7 |
| GCC* | | | | | | | | | 271 | 153 | 650 | 458 | 921 | 611 | 1532 |
| NMC | 106 | 23 | 9 | 2 | 143 | 26 | 7 | 6 | 140 | 182 | 20 | 32 | 160 | 214 | 374 |
| HCC* | | | | | | | | | 1377 | 957 | 106 | 130 | 1483 | 1087 | 2570 |
| KapCC* | | | | | | | | | 1098 | 1693 | 181 | 387 | 1279 | 2080 | 3359 |
| KCC* | | | | | | | | | 133 | 186 | 211 | 298 | 344 | 484 | 828 |
| LCC* | | | | | | | | | 1105 | 1337 | 200 | 528 | 1395 | 1865 | 3170 |
| MCC* | | | | | | | | | 212 | 386 | 245 | 444 | 457 | 830 | 1287 |
| WCC* | | | | | | | | | 251 | 522 | 92 | 181 | 343 | 603 | 1046 |
| WOC | | | 65 | 30 | | | 91 | 44 | 95 | 135 | 18 | 32 | 113 | 167 | 280 |
| UOG | 85 | 22 | 20 | 42 | 135 | 52 | 36 | 49 | 169 | 272 | 1 | 5 | 170 | 277 | 447 |
| JHM | 109 | 177 | 242 | 580 | 139 | 172 | 287 | 602 | 1108 | 1200 | 395 | 647 | 1503 | 1847 | 3350 |
| UHH | 75 | 57 | 15 | 50 | 151 | 95 | 36 | 59 | 197 | 341 | 170 | 323 | 367 | 664 | 1031 |

* Data Not Available by year in college.

Note: ASCC data from Spring 1988 Enrollment Report

TABLE 5

CERTIFICATE AND DEGREE PROGRAMS (FALL 1987)

| | Cert* | AA/AS | BA/BS | MA/MS | PhD/EdD |
|---|---|---|---|---|---|
| ASCC | X | X | | | |
| MOC | X | X | | | |
| CCM | X | X | | | |
| NMC | X | X | | | |
| GCC | X | X | | | |
| UOG | | X | X | X | |
| Hawaii Community Colleges | X | X | | | |
| UH System | | | X | X | X |

* Refers to the acquisition of entry-level skills in trades and occupations; sometimes referred to as certificate of achievement or proficiency.

TABLE 6

SELECTED STUDENT SERVICES OFFERED (FALL 1987)

| | ASCC* | CCM | MOC | GCC | NMC | UOG | HCC | KapCC | KCC | LCC | MCC | WCC | UHM | UHH | WOC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Remedial Instructional Programs | | X | X | X | X | X | X | X | X | X | X | X | | X | |
| Academic/Career Counseling | | X | X | X | X | X | X | X | X | X | X | X | | X | X |
| Employment Services for Current Students | | X | X | X | X | X | X | X | X | X | X | X | | X | X |
| Placement Services for Program Completers | | | | X | X | | X | X | X | X | | X | X | X | |
| Assistance for Visually Impaired | | | | X | | | X | X | | X | X | X | X | | |
| Assistance for Hearing Impaired | | | | X | | | X | X | | X | X | X | X | | |
| Access for Mobility Impaired | | | | X | | X | X | X | X | X | X | X | X | | X |
| On-Campus Daycare for Students' Children | | | | | | | X | | | | | | X | | |

* Data Not Available

TABLE 7

FULL-TIME FACULTY HIGHEST DEGREE ATTAINED (FALL 1987)*

| | Other Than Degree | | | Associate Degree | | | Bachelor's Degree | | | Master's Degree | | | Doctorate Degree | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | TOTAL |
| ASCC | | | | | | | | | | | | | | | | | | |
| CCM | | | | | | | 3 | 3 | 6 | 12 | 7 | 19 | 2 | 0 | 2 | 17 | 10 | 27 |
| MOC | 7 | 0 | 7 | 5 | 1 | 6 | 11 | 10 | 21 | 1 | 1 | 2 | 0 | 0 | 0 | 24 | 12 | 36 |
| GCC | 8 | 0 | 8 | 5 | 2 | 7 | 18 | 15 | 33 | 16 | 18 | 34 | 3 | 0 | 3 | 50 | 35 | 85 |
| NMC | 1 | 0 | 1 | 3 | 0 | 3 | 1 | 0 | 1 | 11 | 2 | 13 | 2 | 0 | 2 | 18 | 2 | 20 |
| UOG | | | | | | | 5 | 3 | 8 | 35 | 41 | 76 | 68 | 23 | 91 | 108 | 67 | 175 |
| HCC | | | | | | 22* | | | 20 | | | 59 | | | 14 | | | 115 |
| KapCC | | | | | | 9* | | | 19 | | | 85 | | | 10 | | | 123 |
| KCC | | | | | | 6* | | | 12 | | | 27 | | | 7 | | | 52 |
| LCC | | | | | | 9* | | | 16 | | | 87 | | | 13 | | | 125 |
| MCC | | | | | | 4* | | | 11 | | | 39 | | | 2 | | | 56 |
| WCC | | | | | | 1* | | | 2 | | | 20 | | | 5 | | | 28 |
| WOC | | | | | | | | | | | | | | | | 9 | 2 | 11 |

* UHCC's data reported as "less than bachelors."

Note: UH Community Colleges data from 1988 Annual Report.
Data not available for ASCC, UH at Hilo and Manoa.

TABLE 8

ADMINISTRATORS AND STAFF (FALL 1987)

| | Administrators | | Staff | | Total | | |
|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | TOTAL |
| American Samoa CC | | | | | | | |
| CC of Micronesia | 6 | 2 | 26 | 23 | 32 | 25 | 57 |
| Micronesian Occupational College | 4 | 1 | 35 | 49 | 39 | 50 | 89 |
| Guam CC | 16 | 7 | 35 | 57 | 51 | 64 | 115 |
| Northern Marianas College | 10 | 10 | 16 | 33 | 26 | 43 | 69 |
| Honolulu CC | 15 | 12 | | | | | 27 |
| Kapiolani CC | 15 | 9 | | | | | 24 |
| Kauai CC | 9 | 3 | | | | | 12 |
| Leeward CC | 9 | 11 | | | | | 20 |
| Maui CC | 11 | 6 | | | | | 17 |
| Windward CC | 11 | 4 | | | | | 15 |
| West Oahu College | 2 | 2 | | | | | 4 |
| University of Guam | 20 | 7 | 92 | 130 | 112 | 137 | 249 |
| UH Manoa | 370 | 302 | | | | | 672 |
| UH Hilo | 25 | 16 | | | | | 41 |

Note: Definitions for Administrators and staff differ from institution to institution.

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TABLE 9

ANNUAL SALARIES (FALL 1987)

| | Faculty | | | Administration | | | Staff | | |
|---|---|---|---|---|---|---|---|---|---|
| | Minimum | Maximum | Average | Minimum | Maximum | Average | Minimum | Maximum | Average |
| American Samoa CC | | | | | | | | | |
| CC of Micronesia | $ 8,700 | $19,330 | $14,054 | $14,860 | $23,548 | $19,204 | $ 3,495 | $11,420 | $ 7,458 |
| Micronesian Occupational College | 8,000 | 19,300 | 14,000 | 15,000 | 24,500 | 18,000 | 4,500 | 15,000 | 7,500 |
| Guam CC | 12,500 | 47,500 | 28,500 | 25,000 | 59,375 | 38,000 | 11,165 | 33,500 | 16,000 |
| Northern Marianas College | 19,000 | 30,800 | 22,948 | 16,000 | 38,000 | 26,461 | 6,000 | 28,620 | 13,433 |
| University of Guam | | | 31,781 | 22,167 | 69,145 | 47,820 | 9,651 | 36,820 | 17,770 |
| Hawaii Community Colleges | 19,284 | 47,520 | 32,088 | | | | | | |
| Honolulu CC | | | 30,958 | | | | | | |
| Kapiolani CC | | | 32,220 | | | | | | |
| Kauai CC | | | 29,599 | | | | | | |
| Leeward CC | | | 32,612 | | | | | | |
| Maui CC | | | 31,134 | | | | | | |
| Windward CC | | | 30,227 | | | | | | |
| University of Hawaii-Manoa | | | 39,747 | | | | | | |
| University of Hawaii-Hilo | | | 32,332 | | | | | | |
| West Oahu College | | | 32,314 | | | | | | |
| University of Hawaii Systemwide | | | | 29,592 | 99,792 | 60,072 | | | |

TABLE 10

ANNUAL BUDGET (FALL 1987)

| | U.S. Federal | Local State | Private | Other | TOTAL |
|---|---|---|---|---|---|
| ASCC* | | | | | |
| CCM | $ 45,000 | $ 525,000 | $ 0 | $ 907,042 | $ 1,477,042 |
| MOC | 792,842 | 825,000 | 0 | 309,198 | 1,927,040 |
| GCC* | | | | | |
| NMC | 939,770 | 1,646,400 | 0 | 675,000 | 3,261,170 |
| HCC | 726,065 | 9,941,170 | 8,272 | 2,136,231 | 12,811,738 |
| KapCC | 828,008 | 9,287,16 | 4,533 | 2,659,310 | 12,779,015 |
| KCC | 691,407 | 4,369,922 | 8,460 | 480,594 | 5,550,383 |
| LCC | 483,312 | 10,537,565 | 190 | 2,334,654 | 13,335,721 |
| MCC | 781,558 | 5,187,530 | 1 | 894,381 | 6,863,470 |
| WCC | 232,061 | 3,360,547 | | 668,030 | 4,260,638 |
| WOC | 43,139 | 1,026,622 | 1 | 199,264 | 1,269,026 |
| UOG | 1,647,995 | 11,616,509 | 1,194,123 | 6,410,217 | 20,868,844 |
| UHM | 50,650,510 | 140,773,991 | 4,090,077 | 53,456,342 | 248,970,920 |
| UHH | 2,024,925 | 14,932,793 | 131,785 | 3,627,306 | 20,716,809 |
| TOTAL | 59,886,592 | 214,030,209 | 5,437,442 | 74,757,569 | 354,091,816 |

* Data Not Available.

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